DOCUMENT RESUME

ED 198 868 JC 810 149

TITLE	Sourcebook: Individualized Inservice Education for Adjunct Occupational Faculty. Pilot Edition.
INSTITUTION	State Univ. of New York, Albany. Two Year Coll. Student Develcpment Center.
SPONS AGENCY	New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE	Sep 80
GRANT	VEA-80-3E-962-GPS
NOTE	104p.
AVAILABLE FROM	Two Year College Develcpment Center, SUNY at Albany, Milne 229, 135 Western Avenue, Albany, NY 12222 ($7.95).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Students: Behavioral Objectives: College Role: Discussion (Teaching Technique): Educational Needs: Faculty Develcpment: *Faculty Handbooks: Grading: *Inservice Teacher Education: Lecture Method: *Part Time Faculty: Questioning Techniques: Questionnaires: *School Surveys: Student Motivation: Teacher Effectiveness: *Teacher Orientation: Testing: *Two Year Colleges: Vocational Education Teachers

ABSTRACT

Materials in this sourcebook are designed for use by college administrators charged with developing in-service programs that provide instructional support, procedural information, and recognitien fcr part-time vocational instructors. The introduction to the sourcebock examines the problems encountered by part-time faculty and then discusses alternatives for corrective action that can be taken by colleges, including: handbooks, newsletters, orientation sessions, and ongoing support services. Part I then presents a prototype handbook for adjunct faculty. This handbook includes a welcome letter, a college calendar, a brief description of the hypothetical college, an outline of policies and procedures, guidelines for admissions and grading, a course outline, suggestions for conducting the first class, and an instructor-preparation checklist. Part II outlines suggestions for determining the needs and concerns of part-time faculty and presents three questionnaires which can be modified for use in surveying the in-service training needs of part-time teachers. Finally, Part III provides ten discussion papers which can be used as the basis for in-service activities designed to familiarize part-time faculty with: the community college mission, student motivation, the needs cf adult students, effective instruction, teacher roles, the use of instructional objectives, various teaching methods, and evaluation and grading. (JP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED198868

SOURCEBOOK

INDIVIDUALIZED INSERVICE EDUCATION FOR ADJUNCT OCCUPATIONAL FACULTY

Pilot Edition

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

✓ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

J. Mangano

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TC 810 149

Two-Year College Development Center
State University of New York at Albany

September 1980

SOURCEBOOK FOR INDIVIDUALIZED INSERVICE

ADJUNCT FACULTY PROGRAMS

VEA 80-3E-962-GPS

Pilot Edition

Project Staff

Gene Winter, Project Director
LaVerna Fadale, Research Associate
Thomas Corrado, Research Assistant
Nancy Dansereau, Secretary

Cooperating College Liaison Personnel

Joseph Gay, Dean of Curriculum
Broome Community College

Edward Mapp, Dean
Borough of Manhattan
Community College

Les Rosenbloom, Coordinator
Corning Community College

Robert Kusek, Associate Dean
Fulton-Montgomery Community College

Lorraine Beitler, Director of
Educational Services
New York City Technical College

Robert Markes, Dean of Faculty
Ulster County Community College

Two-Year College Development Center
State University of New York at Albany
in cooperation with
Bureau of Grants Administration
State Education Department

Funding for this project was provided under PL-94-482 Title II, Vocational Education, Subpart 3, Education Amendments of 1976; Administered by the New York State Education Department.

PREFACE

This handbook, emphasizing individualized inservice education for adjunct faculty, has been primarily developed to serve as a resource document for local college personnel who supervise, employ and/or provide inservice education programs for adjunct faculty. The handbook is envisioned as a primary reference to which Deans, Coordinators, Chairs and/or Directors will turn when undertaking development of local efforts to improve effectiveness of their adjunct occupational faculty.

CONTENT AND PURPOSE

INTRODUCTION

Content: A perspective of adjunct faculty and general options of assistance and support

Purpose: To provide a perspective and understanding of the paradox of need, limitations and options surrounding support and assistance to occupational adjunct faculty.

PART I: A PROTOTYPE HANDBOOK FOR ADJUNCT FACULTY

Content: A handbook mock-up of informational materials designed for occupational education adjunct faculty at a mythical two-year college.

Purpose: To provide a model of format and content from which local administrators may extract and adopt as appropriate for their respective institutions.

PART II: DETERMINING NEEDS AND PROGRAM PRIORITIES FOR INCREASING THE EFFECTIVENESS OF ADJUNCT FACULTY

Content: Needs assessment survey instruments and analysis procedures.

Purpose: To provide alternate materials and strategies that local supervisory personnel may use to determine needs of their adjunct faculty.

PART III: INDIVIDUALIZED INSERVICE ACTIVITIES FOR ADJUNCT FACULTY IN CAREER PROGRAMS

Content: A series of concise papers which discuss basic instructional techniques and listing of related references.

Purpose: To provide a useable resource with potential for multiple applications by local personnel responsible for improving teaching effectiveness of adjunct occupational faculty.

INTRODUCTION
OVERVIEW AND PERSPECTIVE

Adjunct occupational program faculty bring a wide range of experiences and competencies to the teaching position. Typically they are employed as instructors because of their specialized skills and knowledges and are particularly valuable staff members in situations where the demand for a particular course exceeds the workload capacity of the regular full-time faculty.

Students regard an adjunct instructor with the same expectations, demands and prestige as they do a full-time faculty member. It is at this juncture that many adjuncts are or perceive themselves to be, disadvantaged because they:

- *--- have very limited contact with the faculty and the college*
- *--- feel "left out" of problems, policies and concerns*
- *--- are unable to attend faculty meetings and college functions, even when invited*
- *--- are unfamiliar with many aspects of campus life such as bookstore hours, counseling and remedial center assistance, clerical support services, the purchase of instructional supplies, and myriad other details that can arise from the job of teaching*
- *--- have not been trained as teachers and/or have had little teaching experience*
- *--- view their adjunct role very seriously and would welcome assistance in doing the job.*

Our experience in working with colleges has demonstrated that the treatment of adjunct faculty is uneven both among colleges and among departments within a college. Some departments include adjuncts in every aspect of faculty activities. Others are interviewed at the time of employment and rarely see a colleague unless teaching schedules allow a hallway meeting or an administrative contact is required to solve a particular problem.

Adjuncts are not purposely neglected, but because of their part-time

existence and temporary status, special-purpose efforts are needed to provide opportunities for their growth as college faculty.

The following activities and ideas are derived from the experiences of the several colleges who are cooperating with this project in providing assistance and support to adjunct faculty. They are presented as ideas to consider, adapt and use as deemed appropriate to a local situation. The variety of program options is limited in many colleges by the following factors. As a result, the suggested activities may appear to be limited if the assumptions are not valid at a particular campus.

Factors Assumed to Limit Program Options

1. Many adjuncts are competent, knowledgeable and experienced and require no additional assistance.

2. Supervision of adjuncts is only one responsibility of a department chairperson or coordinator and realistically not a priority demand of the position.

3. Special assistance programs take time and money, neither of which is plentiful.

4. Adjunct faculty are not required to have office hours or attend meetings, with the possible exceptions of a brief orientation session, so any activity beyond the teaching assignment is extra duty.

5. Many adjunct faculty hold full-time jobs that inhibit even voluntary participation in faculty inservice activities.

6. A primary need of adjunct faculty is to be recognized and communicative with other staff members.

7. The second level of need is for information and clarification of policies, procedures, regulations, and practices such as grading, student referral, instructional resources and purchasing supplies for class.

8. Improving instructional techniques is a third level of need which varies with the individual and is ongoing.

Assistance and Support Options

A. Handbook or Manual: contains information from the college catalogue, business office and academic department.

B. *Letters, bulletins or newsletters:* These contain information included in A as well as periodic updates, changes, college events, and may be spaced over the semester and/or personalized by a department.

C. *Orientation Session:* They are common for new faculty, but can be useful for all; they allow people to meet each other and provide an opportunity where procedures can be explained. Scheduling problems may result; some options include:

- repeat on successive evenings
- schedule from 3-9 p.m.; provide drop-in invitations to meet varied schedules
- schedule around first department faculty meeting
- have dean and department chairs present
- general session for all adjuncts followed by individual department meetings
- invite adjuncts to regular faculty orientation
- hold orientation during the second or third week of classes when procedures have more meaning and some problems have developed
- develop a video or slide-tape presentation that can be viewed at the convenience of the individual

D. *Ongoing Support:* (organized by department, division or college)

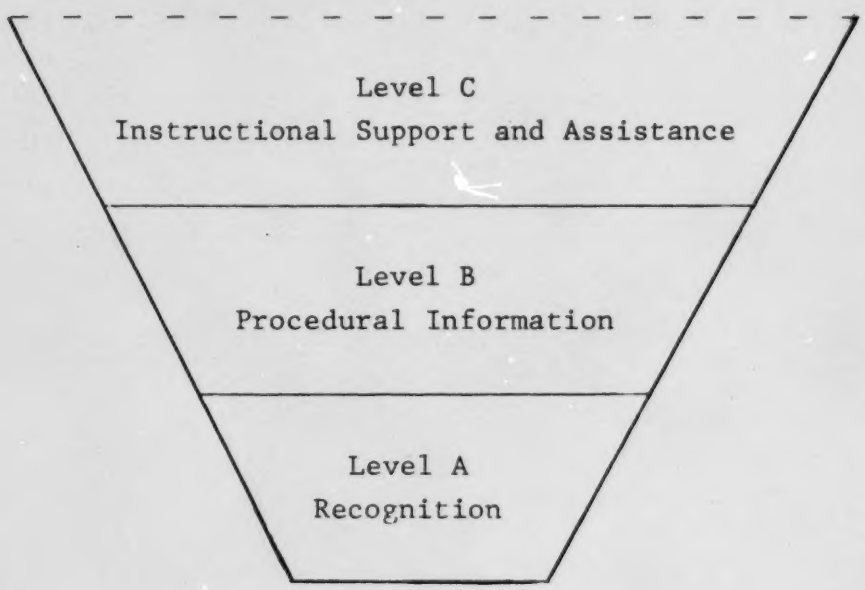
- institute a buddy system between experienced and new adjunct faculty members
- hold a breakfast or dinner meeting with a guest speaker
- hold a "Meet the President" social event with discussion of a current issue
- schedule periodic problem-oriented group discussions
- develop a collection of books, articles and discussion papers (see Part III) that can be loaned on a self-improvement basis
- schedule a series of topic-oriented meetings that may be related to a college-wide faculty improvement program

Pitfalls: Potential and Real

1. promising more than can be delivered
2. not involving appropriate administrative supervisory people in the planning

3. *negative reactions from the union or the full-time faculty*
4. *overlooking existing faculty and staff as resources*
5. *attempting formal staff development programs before the recognition and procedural information needs are addressed*

During the past year, we have worked with administrators, faculty and adjunct faculty from six community colleges in the state. Our work with these cooperating colleges during the initial phase of the project has led us to view the needs of adjunct faculty in three levels as depicted below:



The materials in Part I of this handbook address levels A and B, and consists of information and materials that adjuncts have indicated would be useful. Parts II and III are directed primarily to level C, and focus on assessing needs of local adjunct faculty and a series of discussion papers dealing with the process of instruction.

We urge you to adapt or replicate as your needs dictate. The handbook is a pilot edition. We intend to use it this year with the six original

colleges and invite participation from six additional colleges to work cooperatively with the project in revising and improving the publication.

We request ideas, use and reactions in order to evolve a resource for all New York State two-year colleges that will help each improve the effectiveness of adjunct occupational faculty.

PROTOTYPE HANDBOOK

PART I

A PROTOTYPE HANDBOOK FOR ADJUNCT FACULTY

Purpose and Suggested Use

The purpose of Part I is to provide prototypes of informational materials that an institution might prepare for distribution to local adjunct faculty. We acknowledge that more information has been compiled than any one college may choose to use. We urge that items be selected that are most appropriate to local situations. We also urge adaptations of format and style as desired.

The materials in this first section are based on teaching resources and existing informational materials that have been prepared for adjuncts in New York State two-year colleges.[1] *The topics and information exemplify materials generally needed by adjuncts. Administrators considering the development of a handbook for local adjuncts should review this section to determine which materials are most appropriate to their institution, and which method of presentation is most effective.*

The information may be distributed in a variety of formats. Alternatives include:

- *as a newsletter*
- *as a series of communiques at appropriate times; for example, college calendar and payroll information are needed at hiring, but midterm grading policies could be distributed at a later date*
- *as a manual or handbook that is updated each year*

We acknowledge that information such as this is not necessarily the most interesting and not always read. To combat this, one college has transmitted the information in a more humorous way *(See sample, page 9).*

---

[1] *Many of these materials have been adapted from the guidelines developed by the staff at Broome Community College and we appreciate their willingness to share them.*

PART I

TABLE OF CONTENTS

	Page
Welcome Letter	7
Alternative Format	8
College Calendar	9
Description of Local College	10
College Policies and Procedures	12
Admission and Grading Policies	16
Course Outline	20
Thoughts for the First Night of Class	24
Adjunct Instructor Preparation Checklist	25

SAMPLE: WELCOME LETTER FROM COLLEGE PRESIDENT

H A R V A R D C O M M U N I T Y C O L L E G E

September 1980

Dear Adjunct Faculty:

One measure of the effectiveness of a community college is the degree to which it involves members of the community in its endeavors. Citizens from Hunt and Taylor counties are involved in the on-going life of the College --- as students, as program advisors, as employers of our graduates, and as part-time faculty and staff members. We are pleased that you have chosen to participate as an adjunct instructor.

This handbook was prepared to "ease" your transition into the institution. We hope you find this document informative and helpful. Should you find problems or unanswered questions, please feel free to direct them to your immediate supervisor or to this office.

Best wishes to you as you assist us in the important task of educating the students of our community.

Sincerely,

Sherman Lee

Sherman Lee
President

SL:ca

200 Gardenia Drive, Harvardville, New York 29309 809/442-8080

SAMPLE: ALTERNATE FORMAT

THE SEARCH FOR THE GOLDEN KAZOO - by Registrar*

(Makes for heck of an interesting, eye-catchin' title, doesn't it?)

Listen!

The Dean told me you guys have not been reading his instructions dealing with important information with which part-time instructors should be familiar!

Now, come on fellas and gals -- read these notices -- and particulary the one about FINAL GRADE CARDS AND ROSTERS, TIMELY RETURN OF -- I have been "beefing" to the Dean about some part-timers who held up all the grades of the College, because they didn't hand in theirs, so, he said, "Hey Registrar, you're good at memos, how about writing one to get their attention?" That's what I get for complaining.

So . . . . this time we're going to try something funny (at least we think so) to interest you in reading these instructions -- AND COMPLY WITH THEM -- Next time -- RUBBER CHECKS!

Now, I don't care about the other tidbits the Dean wants you to read -- you know, parking stickers, I.D. Cards. library rules, etc. -- but I do get hopping mad when the grades don't come in on time -- because all the students are calling me looking for their grades. And I can't run grades until I have them all!

So, please be familiar with my particular fetish -- ON-TIME GRADES!!! If you're going to be late for some reason, call me. If you're not sure when or where you are to have them in, call me. If you do not know what grade to award some student you haven't seen since DAY ONE, call me. Night or Day --- 414-786-5200, Ext. 229 Days, 414-786-6202 Evenings.

I'm an easy guy to deal with -- just the ordinary run-of-the-mill Registrar type -- a nut for neatness, law and order, and on-time grades!

But the Dean .... well I'd better not elaborate. Remember -- CALL ME!!

C A L L M E ! !

*Adapted from Ulster Community College

SAMPLE: COLLEGE CALENDAR

Fall Semester

July 30	Mail-in registration begins
August 20	Information/Orientation session
August 24	Mail-in payment due
August 27	In-person registration
September 3, Monday	Labor day, no class
September 4, Tuesday	Fall classes begin
September 4-7	Drop and add
September 4-7	Late registration
September 24	Last day for refund
October 16	Mid-term grades due
November 21-25	Thanksgiving Recess
November 26, Monday	Classes resume
December 21-22	Make-up day/evaluation period
December 2[illegible]	Grades due

Spring Semester

January 4	Mail-in registration deadline
January 7	Information/Orientation
January 11	Mail-in payment due
January 14	In-person registration
January 21	Spring classes begin
January 21-25	Drop and add
January 21-25	Late registration
February 9	Last day for refund
March 7	Mid-term grades due
April 7-13	Spring vacation
April 14, Monday	Classes resume
April 21-28	Early fall registration
May 9	Last day of classes
May 12-13	Evaluation/Make-up period
May 19 (8 a.m.)	Grades due
May 23	Graduation

Summer

June 9	Open registration
June 16	Classes begin (credit)
July 4	Holiday

SAMPLE: DESCRIPTION OF LOCAL COLLEGE

Harvard Community College: Who Are We?

Harvard Community College was founded in 1953 to serve the educational needs of the communities in Hunt and Taylor counties. First year enrollment was 152 students. The ten classes met in Riverview High School using classrooms on the 3rd floor during the afternoon and evening hours. In 1961, the new campus on Gardenia Drive opened offering courses in nine program areas to 1,059 full-time and part-time students.

In current years, enrollment ranges between 2,600 to 2,700. Courses are offered in 18 program areas; and are scheduled in the evening, day and selected courses on week-ends. This past year has seen an increase in part-time enrollment --- which now constitutes about 40% of our student body.

The majority of students are from Hunt and Taylor counties, although our program in Electrical Technology and Business Management are drawing students from out-of-state and to some extent, international students; who together account for 8½% of the student body.

Students may obtain degrees/training in the following program areas:

Accounting
Business Management
Food Service
Chemical Technology
Child Care
Computer Studies
Civil Technology
Marketing, Management and Sales
Mechanical Technology
Criminal Justice
Paralegal Assisting
Dental Assisting
Dietetic Assisting
Electrical Technology
Agriculture Business
Liberal Arts
Production Management
Surveying

Harvard Community College is fortunate in that two sponsoring communities are both agricultural and industrial. Within the two counties are three population centers: Waterville at 40,000, Dellan at 32,000 and East City at 28,000.

The mean age of our students has increased to 27.2 during this past academic year. The program areas that are most popular are those which have the promise and potential for placement once programs are completed.

Employers in the area work closely with the college in order that their labor demands are known by the college. This results in programs that are flexible and many geared to the immediate labor market. However, placement efforts are expanding each year. Students are currently employed in 32 states and 10 alumni are working out-of country.

The community serves as a resource to the college, as well as the college to the community. Many community members serve as adjunct faculty members or as advisors to program areas. During this past year, Harvard Community College employed 72 adjunct members. A major cirteria for preliminary consideration is residence within Taylor or Hunt counties.

In addition to the 72 adjuncts, the professional staff consists of 125 full-time instructional faculty and 29 in administrative and support service lines.

The community college is currently expanding its efforts to better serve the community by offeringcontract courses to local businesses and industries; is serving the adult population by offering career counseling during evening and weekend hours, and experimenting with more flexible scheduling in order to better serve the working adult.

The college is also seeing an increase in demand for working with local CETA agencies in providing the kinds of targeted skill training that is needed by CETA clientele. During this past year, we served, through five CETA courses, a total of 115 recipients.

Special one-day targeted workshops and seminars are held for special need groups throughout the year, including displaced homemakers, unemployed persons seeking career change and local artists and crafts persons.

SAMPLE: COLLEGE POLICIES AND PROCEDURES

Payroll Procedures - New Faculty

New part-time faculty will be sent information on processing procedures. All faculty will receive a teaching assignment/agreement form. This is to be signed, one copy retained and one copy sent back to the college. Paychecks will be released only with the signed copy on file.

Paychecks are distributed every other week, starting usually the 3rd or 4th week after the semester or session begins. Generally, a 15-week course will have 8 equal paychecks; the final one coming after grades have been submitted.

Part-time faculty may be eligible for some benefits in certain situations. Check with the Finance Office at 447-5250.

Salary Scales

1) Classroom Instructors:
$21-24/hr depending on number of terms and years taught.

2) Honorarium for guest speakers:
If it is necessary to bring in paid outside speakers to enhance the classroom presentation on specific topics, the instructor:

A. Must submit request in writing for use of guest who will be paid. Prepare as early in term as possible. Must have the approval of the appropriate chairpersons or dean.

B. Include:
Name
Address
Social Security number
Date, Time, Number of hours

C. Rates:
"guest lecturer" = $15.00
"panel member" = 6.00
"instructional assistant" = $10.00

D. Guest will receive a voucher to sign. Payment will be issued 6 weeks after voucher is signed.

Withholding

Benefits for part-time employees

1. Part-time employees, effective January 1, 1978, are eligible for retirement and social security.

2. Part-time employees who join the retirement system after July 1, 1976 must contribute to the social security rate and 3% to the retirement system.

Payroll sign-in sheet

This form is located in your teaching folder (for evenings). After each class session, please record date, time and your initials. These sheets become the audit trail that serve to verify that you actually fulfilled your teaching responsibilities.

Residency Requirements

As most of you are aware, Harvard Community College has a residency requirement in place. Employees must reside in the service area.

Returning Part-time Staffing Procedures

Each semester Department Chairpersons select a slate of courses to be offered for evening or summer.

Persons to teach are also selected by appropriate Chairpersons. Former part-time faculty, full-time faculty and new adjunct faculty will be assigned. A Teaching Assignment/Agreement Form is completed for each person. This begins formal staffing and payroll procedures.

The multicopy form serves as assignment, payroll and contract. When the faculty member receives the copies in the mail, she/he is to sign in appropriate places and return the forms, retaining one copy for his/her records.

Payment generally begins 3 or 4 weeks after the courses begin, continuing on a bi-weekly basis until end of contract period. Checks are mailed to part-time faculty, unless otherwise specified by the individual.

New Faculty Orientation

Generally, twice a year, new faculty orientations are held prior to the start of the Fall and Spring terms. This is an opportunity to meet other new faculty members, chairpersons, advisors, and administrators.

The agenda usually includes a general session during which introductions are made and one or two main speakers are presented; a coffee break during which new faculty can mingle and meet with various members of the staff; and then a departmental meeting afterward during which each chairperson presents his/her own prepared agenda.

Parking

Use "A" lot by the Administration Building. Parking Stickers are to be obtained from the Security Office, A-101.

Room Assignments

1. Registrar schedules all room assignments.
2. Do not change room without registrar's permission.
3. Classrooms opened by security before class session.

Class Cancellations

If you must miss a class for an emergency, please try to find a substitute. If one is not available, please call 421-6800 by 2 p.m. so we may contact students.

College Closing for Weather or other Emergency

If the weather turns bad, please listen to your local radio stations. WHCC is our official announcement station.

Urgency Situations

1. Should an ambulance be needed because of injury, get a message to Security 442-1100 immediately. Be sure to tell where the injured person is located.

2. Fire alarm boxes are located in each building. There should also be portable or hose-type fire extinguishers in the hallways.

3. When there is a bomb threat, notify Security, proper procedures will be initiated at that station.

4. For theft, security problems and threats of physical harm, notify the Security Office directly.

Food/Drink/Smoking

Please, none in the classrooms. Courses are scheduled to allow for a 10-minute break. Three-hour courses may take two breaks.

Food Services

The cafeteria in the Union Building closes at 4:00 p.m. and therefore, is not available to evening students or faculty. There is a lounge in the Liberal Arts Building, first floor, with vending machines. There are also coffee, soda and candy machines in most of the other buildings.

Bookstore

The Bookstore, located in the Student Center, is open 9 a.m. to 4 p.m. Monday thru Friday, for the sale of textbooks. Prior to the semester's beginning, the Bookstore extends its hours to accommodate those students who want to purchase books before the rush. They also have evening and Saturday hours the first week of each semester to accommodate our evening students. All required textbooks for classes are stocked in the Bookstore. Unsold books are returned by mid-semester. Off Campus courses either pick up books here on campus or complete the mail order forms which are available.

If you need a copy of the textbook you are using for a class, contact your department's secretary who will arrange for you to recieve an instructor's copy.

Textbook return policy:

1. Books are returnable ONLY through the last day of the third week of classes of each semester.
2. A cash register receipt must accompany returned books. NO EXCEPTIONS.
3. A valid add/drop slip or course cancellation notice must be presented.
4. Books must be free of any writing, markings, stains, or damage to the cover, binding or text. Special problems, suggestions or requests should be directed to the Store Manager.

Audio-Visual Equipment Use

If you desire any audio-visual equipment for use in a class, arrangements are to be made directly with the appropriate offices. These offices require at least four (4) days advance notice. The evening supervisor in Room W-108 has some knowledge of the equipment and may be able to help if something goes wrong. Also, spare bulbs are available in that office.

1. Audio-Visual, (i.e., overheads, slide projectors, film projectors, films, opaque projectors) call 442-5000.

2. Video-Tape Playback - This can be learned in 1/2 hour or so. If a technician is needed, arrangements must be made at 442-5000.

Instructional Typing

Instructors with materials that need to be typed and/or copied should contact their departmental secretaries. Please submit work to be done at least a week prior to the date needed.

Field Trips

Occasionally, instructors may take classes off-campus for purposes of viewing pertinent locations and facilities. Field trips are possible but please consult with your department chairperson for details on procedures, safety regulations, insurance coverage constraints and attendance reporting.

SAMPLE: ADMISSION AND GRADING POLICIES

Admitting Student To Class

If student's name is not on class list by 2nd week, student needs a receipt from the Registrar.

Drop/Add

In most cases students will present a change form. Your class list will be coordinated with Registrar.

Students's Attendance Policy

According to policy, attendance will not be a basis for determining any grade. However, each department may have its own "guidelines"on attendance. Regardless, a student will be responsible for class work. If students are going to miss a class or are ill, they are expected to check on assignments with the instructor.

Office Hours

Let students know when you will be available for consultation outside of class. Give hours and phone number(s) where you can be reached.

Withdrawal and Refund Policy

Courses and section changes will be accepted during the first week of classes only. If a student should find it necessary to drop a course or withdraw from the College, he MUST notify the Registrar's Office in person or by letter. All tuition refunds are determined by the date the notification is received in the above office. Failure to attend class or simply telling the instructor is not official withdrawal and may result in the loss of tuition refund and a "W" or "F" grade.

Late Registration

A student who registers during the first week of classes will be assessed a $10.00 late fee. A student may not register later than one week after the beginning of each semester except by permission of the Vice President of Academic Affairs.

Grading Philosophy

Education is intended to be a refined and efficient process of learning. Although each individual learns to some degree from life experience the planning, organization and guidance provided within a course of study should emphasize: (1) the important phases of learning; (2) the integration of knowledge into a meaningful whole; and (3) the acquisition of knowledge and skills.

New Grading Policy

Grades	Honor Points/Credit Hour	Meaning
A	4	Outstanding achievement of course objectives
B	3	Significant achievement of course objectives
C	2	Satisfactory achievement of course objectives
D	1	Minimal satisfactory achievement of course objectives
F	0	Failure to meet course objectives; drop after 10th week
S		Satisfactory
U		Unsatisfactory
W		Drop a course between the 4th and the 10th weeks, inclusive
I		Incomplete due to special circumstances--
IP		"In progress"--for course requiring more than one term--
AU		Audit--not to be recorded as a grade--
T		Transfer from an accredited institution

Mid-Term Grades

Mark the grade sheet issued. Only F, I and W grades are to be marked on sheets as indicated.

Final Exam

Blue books may not be furnished (check with your Chairperson). Final exams should be given only during the scheduled exam week.

Make-Up Days

If for any reason your class is cancelled during the semester, several days are provided at the end of term for make-ups. Check semester calendar for dates.

Final Grades

It is imperative that the mark form be returned by due date, especially for spring semester. Use final column. Use # 2 pencil. Sign.

Change of Grade

If you find that an incorrect grade was inadvertently recorded, or a student has completed an "I" grade, please submit the grade change on a memo. Give name, number of course, student name, former and new grade. Sign. Send to Records Office, A-204.

Academic Dismissal from the College

A student not making satsifactory academic progress will receive notification form the department chairperson or appropriate academic official concerning his/her dismissal from the college and be advised to see a counselor and/or previous advisor if any of the below conditions occur:

1. 12 or more credit hours of "W" grades before completing 24 credit hours

2. cumulative grade point average less than 1.25 after completing 24 or more credit hours

3. cumulative grade point average less than 1.5 after completing 42 or more credit hours

A student who receives notification of his/her academic dismissal from the college and feels there are extenuating circumstances, may submit a petition to his/her department chairperson to appeal this action. The petition must be initialed within 10 days of receipt of notification of dismissal. Academic dismissal action will not be rescinded without the approval of the student's chairperson and the Vice-President of Academic Affairs or designee.

Note -- "Completing" in this context means a grade of A, B, C, D or F has been recorded.

Conditions for Continuing at the College

A student who is academically dismissed from the College may take no more than 9 credit hours during the following semester (proportionally fewer credit hours in a session less than 15 weeks) or must wait until one semester has elapsed before being eligible for readmission.

If the student chooses to take 9 or fewer credits of course work following dismissal, the course work must be jointly selected by the dismissed student and the department chairperson of the prospective curriculum to which the student will seek admission or some other appropriate academic official. This joint selection procedure is necessary to promote the student's future success.

STUDENT ADVISEMENT

There are Academic Advisors for evening students plus a number of program coordinators for short-term programs. Most of these individuals establish office hours in the evening and also see students by appointment.

If a student needs to talk with someone about personal problems, career goals, or educational exploration, general counselors are available during evening hours in the Counseling Center, A-200, 442-4105.

Academic Advisors

Sheila Greene . . . A 222 -- 422-4117
George Hitchock . . A 222 -- 422-4117
Anthony Giordino. . A 224 -- 422-4116
Jane O'Leary. . . . A 224 -- 422-4116

GENERAL ASSISTANCE FOR ADJUNCT FACULTY

The department chairperson is the appropriate contact for adjunct faculty teaching credit-bearing courses. Instructors of non-credit courses and special programs report to the Associate Dean for Continuing Education, A 113. The following forms can be obtained from their offices:

-- admittance to class forms
-- drop-add forms
-- student evaluation forms
-- personnel evaluation forms
-- grade report forms
-- mid-term and final exams
-- book order forms
-- audio-visual equipment requests

SEX BIAS AND STEREOTYPING

The college is committed to a policy of sex equity. Guidelines are available from Jane Craine, Coordinator, AD-110, X 4210, with suggestions for improving recruitment materials, instructional materials and class activities that will help accomplish this goal.

SPECIAL NEEDS STUDENTS

The college has been working for several years to assist students with special learning needs to achieve their potential. This is especially true for students with handicapping conditions. If you desire assistance in accommodating students with special needs, please contact Claude Bove, Counseling Center, A-200, X 4105.

SAMPLE: COURSE OUTLINE

(Local coordinators should adapt and revise the course outline to correspond to local needs).

Instructor _____

Division _____ Department _____

Catalog Number _____ Course Title _____

Semester _____ Year _____

1. *Objective of the Course*

List your objectives - 1, 2, 3, etc. Avoid generalities such as to fulfill degree requirements, to achieve the goals of a liberal education, etc. State your objectives in such a way that student achievement of them can be measured; in other words, when you write an objective, keep in mind what it is that a student will be doing when he is demonstrating that he has achieved the stated objective.

2. *Procedure for Accomplishing these Objectives*

List the instructional procedures or teaching methods through which you plan to achieve the objectives of the course. Examples: lectures, class discussion, analytical questions, projects, research papers, use of visual aids, oral reports, field trips, visiting lectures, etc.

3. *Student Requirements for Completion of the Course*

List the specific work which students are expected to complete in order to receive credit for the course. Avoid generalizations such as: read the textbook, pass the final exam. Think out what you want the students to do in order to demonstrate accomplishment of the course, and spell it out for them.

Examples:

a. *Read assigned chapters in textbook.*

b. *Submit a research paper of a least . . . . words (or pages) typewritten (if necessary), include a bibliography, to be handed no later than . . . . (date), on a topic approved by the instructor (or chosen from a list appended to outline).*

c. *Give an oral report: (topic and date to be assigned by the instructor).*

d. *Two book reports of . . . . words (pages), typewritten, chosen from the list of Supplementary Reading (or from books on reserve in library).*

e. *Complete Laboratory Reports contained in assigned Lab Manual (state number, due date).*

f. *Periodic quizzes - state frequency, whether announced in advance or unannounced, style of questions (essay or short answer).*

g. *Mid-term Examination (covering .... topics).*

h. *Final Examination (covering .... topics).*

i. *Other items*

4. *Grading Practices*

State clearly how the student's performance of the above requirements will be graded including the weighing or relative importance of each item.

Example:

Four scheduled quizzes @ 10% . . .	*40%*
Two book reports @ 10%	*20%*
Term paper @ 20%	*20%*
Final Examination.	*20%*
	100%

5. *Rules concerning student Absence and Lateness*

State your expectations regarding student attendance and punctuality. They should conform with College policy as set forth in the College Catalog and Faculty Handbook. If you intend to enforce specific rules, they should be explicitly stated; for example:

1. *Students will be dropped from class roster after .... absences.*

2. *Students will be responsible for any content missed due to absence or tardiness.*

6. *Textbook*

List the author, title, edition, publisher, and date of publication of any required textbook, laboratory manual, or other instructional material.

7. *Weekly Outline of Topics to be Covered*

This list should enable another individual (such as a substitute teacher) to ascertain which topics have already been covered, and which topics are scheduled to be treated in a particular week. Another example: a student who is absent for several class periods because of an accident, should be able to read the textbook and keep up with class assignments while recuperating.

It is suggested that the outline be on a weekly rather than daily basis: keep it brief, permit some flexibility and avoid scheduling complications arising from holidays or the fact that an instructor teaches one section of the course on MW and another section TT.

The outline includes dates of tests and scheduled quizzes, due dates for research papers and reports, chapter numbers relating to each topic, and any similar date which will assist students to plan their studies and to understand the requirements for completing the course.

8. *Audio-Visual Materials to be used*

List any audio-visual materials which will be used during the course, including those utilized by the instructor as part of a lecture presentation and those which students will use on their own (e.g., listening to music tapes in the library).

Here is an area where innovation is possible; creative use of new materials and techniques may prove successful in stimulating student interest and reinforcing learning. The Audio-Visual staff in the Library will be most helpful in suggesting materials and instructing in the use of equipment. Consult them.

Some of the things available: chalkboard, films, filmstrips, records, audio tapes, video tapes, overhead transparencies, slides, maps.

9. *List of Supplementary Readings*

List those books and/or periodical articles which students should read in addition to the textbook. Clearly indicate whether they are required or simply recommended reading, whether a report of some kind must be submitted on them, and whether questions concerning them will be included on texts or examinations.

When preparing your list, consult with the Library staff about the availability of items you wish to include; librarian may also be able to suggest additional items which are in the collection.

Consider whether certain Library materials should be placed on reserve; if so, this should be done before the beginning of the semester to insure that they are available.

Because of the lower cost of paperbacks, you might mark with an asterisk titles which are available in paperback and suggest that the College Bookstore stock them.

10. Miscellaneous Information

Here you might wish to include any additional information about your presentation of the course which will help those reading this outline --- especially your students --- to understand what you hope to achieve in the course and how you plan to achieve it.

Adapted from Suffolk Community College

SAMPLE: THOUGHTS FOR THE FIRST NIGHT OF CLASS*

Here are some suggestions for making that first class meeting meaningful for both you and the students. Keep in mind that this first class is very important especially for those students attending for the first time.

INTRODUCE YOURSELF...who are you, what you do, where you received your professional training...in essense, what makes you an individual capable of teaching the course.

USE 3 X 5 CARDS..."know your students"...many instructors find this a vital reference throughout the term...student's name, address, phone number and expecially, interests, where they work, what they do, etc...whatever information that would be most beneficial to you in structuring the course for the term. 3 X 5 cards available in A-108 when you pick up your folders the first day of class. Also, grade books are available for record retention. A seating chart may help in learning student names more quickly.

OBJECTIVES...on that very first day of class, the students should know exactly what is going to be expected of them while in your course. Penalties for work not completed; your attendance policy; kinds of reading assignments to expect,

WHAT THEY CAN EXPECT FROM YOU... let them know exactly what they can expect from you. Attempt to establish a rapport in the classroom which is open and honest -- a climate for good discussion and learning.

HAND OUT AN ASSIGNMENT SHEET FOR THE COURSE...so student will know what is expected to be done for each class. If an assignment sheet is not available, tell students how you plan to make your assignments.

WHAT KINDS OF TEST CAN THEY EXPECT?...when will you notify them of the tests? Do you plan to have pop quizzes?

GRADING...how do you grade? What goes into computing your grade? Let them know your philosophy the first meeting.

WILL YOU BE AVAILABLE BEFORE AND/OR AFTER CLASS FOR HELP?...let them know if this is part of your plans. Check room schedule for availability of room before and after your class.

ATTENDANCE...please mark the attendance list carefully. We need to know who is attending for our report to Albany. Also, our Certificate of Participation is based on students' attendance in the class. Direct those who haven't already registered to the Academic Office. Room A-108.

STUDENT OPINION SHEETS/FACULTY EVALUATIONS...Check with your department chairperson for your area to see what system is being used for your course. Generally, the student opinion sheets should be utilized by new instructors at least once each term..toward the middle and toward the end of the term.

COLLEGE ANNOUNCEMENTS.. Read all pertinent announcements in order that your students are aware of college rules and regulations.

---

* *Adapted from Broome Community College*

SAMPLE: ADJUNCT INSTRUCTOR PREPARATION CHECKLIST

(Information would be completed as appropriate to local college and to needs of adjunct faculty. Items are suggestive only. A checklist like this might be mailed or distributed prior to the beginning of class).

___ 1. *Obtain necessary keys:*
contact person --- _____
telephone --- _____
building and room --- _____

___ 2. *Obtain registration materials and class list:*
contact person --- _____
telephone --- _____
building and room --- _____
time and day --- _____

___ 3. *Obtain instructional supplies:*
building and room --- _____

___ 4. *Mail and information received from college at:*
building and room --- _____

___ 5. *Duplicating equipment and supplies available at:*
building and room --- _____

___ 6. *Audio-visual equipment available at:*
building and room --- _____

___ 7. *Bookstore:*
building and room --- _____

___ 8. *Parking facilities and regulations:*
building and room --- _____

___ 9. *College bulletin and/or adjunct faculty handbook for awareness of:*
___ *semester calendar* ___ *course requirements*
___ *grading system* ___ *other:* _____

___ 10. *College library for number and quality of books pertinent to your subject. Place frequently used books on reserve for your students.*
contact person --- _____
telephone number --- _____
building and room --- _____
time and day --- _____

******* *Prepare for first class by providing for each student:*

___ a. *Course outline with course description and objectives*
___ b. *List of required readings; assignments and bibliography*
___ c. *Test schedule and procedures*
___ e. _____
___ f. _____

DETERMINING NEEDS AND PRIORITIES

PART II

DETERMINING NEEDS AND PROGRAM PRIORITIES FOR INCREASING THE EFFECTIVENESS OF ADJUNCT FACULTY

Purpose and Suggested Use

The materials in Part II are designed for administrators, department chairs, and/or coordinators; those who have responsibilities of a service or supervisory nature. The materials are presented as models to be examined and used, in whole or in part, after some modifications are made to fit local needs and situations.

The materials presented in this section include survey instruments and analysis procedures that have been used by cooperating colleges in assessing adjunct faculty needs on their campuses during this past year.

We encourage your examination and adaptation of these materials and offer our assistance in the process.

PART II

TABLE OF CONTENTS

	Page
Options for Determining Priorities	27
Detailed Survey Instrument	28
Suggested Methods of Analysis	31
Brief Opinion Survey	34
Faculty Self-Improvement Checklist	36

OPTIONS FOR DETERMINING PRIORITIES

Listed below are several methods for determining needs and concerns of adjunct faculty.

Option A: *Department chair or other administrator who supervises and evaluates adjunct faculty can make the determinations of which adjuncts would benefit from what kind of assistance or support. Student and supervisory evaluations, personal interactions and general observations provide the necessary information.*

Option B: *A discussion (or interview) with one or more adjuncts will result in a number of suggestions for assistance. The small group discussion is most productive when adjuncts have common assignments, experience and backgrounds.*

Option C: *Brief questionnaire. A sample instrument is presented on page 34 of this section. A sample cover letter is also included. The questionnaire asks for specific suggestions under five broad areas of concern that grew from needs assessment literature and our work with cooperating colleges during 1979-80.*

Option D: *Detailed questionnaire. A 29-item pilot questionnaire appears on pages 28 to 30. These 29-items were selected from three versions of a detailed questionnaire used at four colleges. Suggestions for analyzing the results are discussed in the section following the instrument.*

Option E: *Combination of A through D. Depending upon a college's administrative structure, size, number of adjuncts and staff judgments, different options may be undertaken by different departments or divisions. Since the characteristics of adjuncts vary, so can the needs assessment techniques.*

SAMPLE: DETAILED SURVEY INSTRUMENT

College/Department, Name, Inside Address, Project Title, Office or other Heading as appropriate.

Dear Colleague:

Listed on the attached pages are 29 items representing topical areas in which adjunct faculty members like yourself may be expected to demonstrate competency. We are interested in your perceptions of:

The importance of each item relative to your instructional performance, and

The ease with which you can acquire an acceptable level of competency without additional inservice efforts.

A. Please rate each item as you perceive its importance and ease of acquisition using the following scale:

Example:

Not Important / Very Important		Very Difficult / Very Easy
1 2 3 (4) 5	100. Managing student behavior.	1 (2) 3 4 5

B. After rating each item for importance and ease, please go back and circle the number of each of those items you feel the greatest need for assistance in improving your competencies.

Example:

Not Important / Very Important		Very Difficult / Very Easy
1 2 3 (4) 5	(100.) Managing student behavior	1 (2) 3 4 5

ADJUNCT FACULTY RATING SCALE

Not Important				Very Important		Very Difficult				Very Easy
					Instructional Techniques					
1	2	3	4	5	1. Increasing student motivation.	1	2	3	4	5
1	2	3	4	5	2. Preparing instructional objectives.	1	2	3	4	5
1	2	3	4	5	3. Developing and using audio-visual materials.	1	2	3	4	5
1	2	3	4	5	4. Preparing course outlines.	1	2	3	4	5
1	2	3	4	5	5. Developing and using individualized instructional materials.	1	2	3	4	5
1	2	3	4	5	6. Applying learning principles to instruction.	1	2	3	4	5
1	2	3	4	5	7. Conducting discussions and small group sessions.	1	2	3	4	5
1	2	3	4	5	8. Fostering the improvement of student basic communication skills.	1	2	3	4	5
1	2	3	4	5	9. Developing questioning techniques.	1	2	3	4	5
1	2	3	4	5	10. Being aware of nonverbal behavior.	1	2	3	4	5
1	2	3	4	5	11. Preparing a lecture.	1	2	3	4	5
1	2	3	4	5	12. Managing class time efficiently.	1	2	3	4	5
1	2	3	4	5	13. Using college and community resources as teaching gools.	1	2	3	4	5
1	2	3	4	5	14. Teaching in a laboratory or demonstration setting.	1	2	3	4	5
1	2	3	4	5	15. Stimulating student participation and thinking	1	2	3	4	5
1	2	3	4	5	16. Using a variety of teaching techniques.	1	2	3	4	5
					Testing and Evaluation Procedures					
1	2	3	4	5	17. Preparing effective tests.	1	2	3	4	5
1	2	3	4	5	18. Establishing standards for student performance.	1	2	3	4	5
1	2	3	4	5	19. Designing effective assignments.	1	2	3	4	5
1	2	3	4	5	20. Incorporating alternative evaluation techniques.	1	2	3	4	5

Not Important				Very Important		Very Difficult				Very Easy
					Community College Policy and Practice					
1	2	3	4	5	21. Identifying current problems and issues facing two-year colleges like ours.	1	2	3	4	5
1	2	3	4	5	22. Understanding the missions and functions of the two-year college.	1	2	3	4	5
1	2	3	4	5	23. Understanding the responsibilities of a professional instructional role at our college.	1	2	3	4	5
					Student Population					
1	2	3	4	5	24. Being aware of diverse student characteristics.	1	2	3	4	5
1	2	3	4	5	25. Addressing the unique needs of students with special learning problems.	1	2	3	4	5
1	2	3	4	5	26. Understanding students' out-of-class responsibilities.	1	2	3	4	5
1	2	3	4	5	27. Making time available for individual student consultation.	1	2	3	4	5
1	2	3	4	5	28. Accommodating different learning rates of students.	1	2	3	4	5
1	2	3	4	5	29. Providing opportunities for students to improve self-confidence.	1	2	3	4	5

Reminder:

Please go back to #1 and circle the number of each item for which you feel the greatest need for assistance.

Please complete the following respondent identification items:

A. *Program area of teaching assignment* _____

B. *How many semesters have you taught here?* _____

C. *How many semesters have you taught elsewhere?* _____

Secondary School _____ *College* _____

Thank you for your help. Please feel free to add any other comments below or on the back of this sheet.

SUGGESTED METHODS OF ANALYSIS

Introduction

The Adjunct Faculty Rating Scale is offered as a sample and may be modified in length or in content according to the characteristics of a college's adjunct faculty population. The scale's 29 items are categorized as Instructional Techniques, Testing and Evaluation Procedures, Community College Policy and Practice, and Student Population. Respondents are asked:

1. To rate the relative importance of each item on a five-point scale;
2. To rate the relative ease of unassisted acquisition of each item on a five-point scale; and
3. To circle those items with which they have the greatest need for assistance.

The scale is designed to highlight items of high priority, that is, items that are perceived by the respondents as being very important to their instructional performance yet very difficult in terms of their ability to acquire an acceptable level of competency without additional inservice efforts. These high priority items represent areas of competency where inservice support would have the greatest payoff to the institution and the individual.

Three methods have been used in analyzing the responses of adjunct faculty (N=105) at four pilot colleges. To illustrate the various methods, the data from the first five items will be presented in the following examples.

Method One: Item Ranking

To determine the relative rankings of importance and ease item scores, the responses are averaged and ranked. Of special interest in this analysis are those items with high importance averages and those items with low ease averages. Table 1 provides the item statistics to the first five items from the pilot data on all 29 items. As indicated, the responses to the dimensions of importance and ease are averaged and ranked separately. The ranks represent the five items' standings relative to all 29 items.

Table 1 Item Statistics

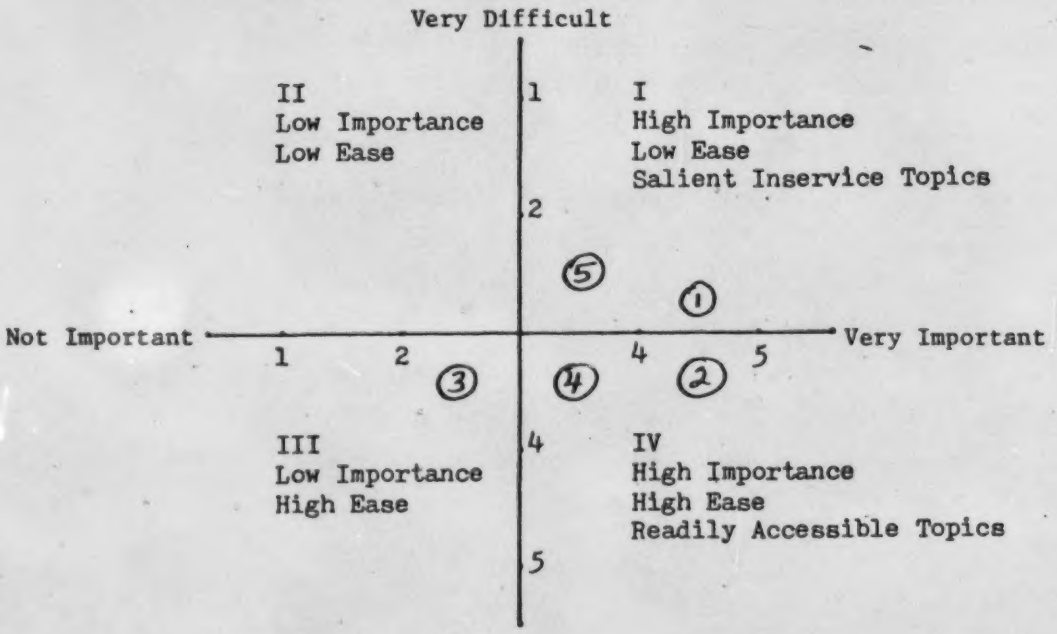
Item	Rank	Avg. Imp. Score	Rank	Avg. Ease Score
1. Increasing student motivation	2	4.33	23	2.89
2. Preparing instructional objectives	4	4.22	9	3.63
3. Developing and using audio-visual materials	17	2.88	15	3.55
4. Preparing course outlines	12	3.36	16	3.46
5. Developing and using individualized instructional materials	8	3.68	25	2.50

Our experiences in surveying adjunct faculty have indicated that selecting the top ten items of importance and the bottom ten of ease results in a manageable number of items to address in an inservice activity. Of the items in the example, items 1,2, and 5 fell into the top ten importance rankings and items 1 and 5 into the bottom ten ease rankings.

Method Two: Item Mapping

Method Two results in a graphic display of the items plotted along both dimensions of importance and ease.

Figure 1 Item Mapping Scheme



According to the Item Mapping Scheme, salient topics are those items that meet the dual criteria of high importance and low ease. Specifically, inservice topics with high salience are those items with average importance scores greater than 3.00 and average ease scores less than 3.00.

In plotting the averages of the first five items (Figure 1), items 1 and 5 achieved salience. They appear in the upper right hand quadrant (Quadrant 1).

This method imposes a standard of salience onto the responses according to the dual criteria of high importance and low ease. This double hurdle serves to refine the number of items to be considered for an inservice program, and provides a scheme for comparing the responses of various groups, for example, adjunct faculty and department chairs.

Method Three: Item Circling

This rating can be used to check the reliability of the other methods by comparing which items in the top ten importance rankings, the bottom ten ease rankings (Method One), and/or plotted in Quadrant I of the Mapping Scheme (Method Two) were also circled by the respondents.

The circled items provide an indication of those topics that individuals may be most ready for in an inservice program. In addition, they help to clarify a topic area: for example, several items in the "Student Population" category may have received high importance ratings, but only the item on "students with special learning problems," may have been circled by a substantial number of respondents.

Summary

The responses can be analyzed at the group, department, and/or individual level. College-wide group data can obscure important subgroup differences, just as subgroup data can obscure important individual differences. The unit of analysis most appropriate to a particular college should be determined on the basis of such factors as size of adjunct staff, inservice program format or organizational structure. Because of this, it is recommended that department chairs and/or other administrators/coordinators be involved in the analysis and interpretation.

SAMPLE: BRIEF OPINION SURVEY

There are times when a detailed instrument is inappropriate and the potential of collecting information is enhanced by a concise form. This brief survey is one approach.

TO: Adjunct Occupational Faculty

FROM: James Place, Coordinator

We would like to begin planning for some inservice assistance especially for adjunct faculty. Please help us determine those areas that would be most important to you by completing the attached questionnaire and returning it to me at your earliest convenience.

Adjunct Faculty Opinion Survey

Directions: Listed below are five areas usually of concern to adjunct faculty. Each area has several sub-items that are often identified as being part of the larger section.

Please read all sections and items. Then rank each section according to your feelings of the usefulness that an inservice program in that area would have for you as an adjunct faculty person.

1 = very little use
2 = little use
3 = some use
4 = useful
5 = very useful

All ranks need not be used. Also you may use a rank more than once. As you rank each section, check each sub-item that would be useful to you. Leave blank those that you feel have little or no utility to you.

Adjunct Faculty Opinion Survey

___ I. College and department policies and regulations

___ a. college calendar; registration, drop/add, grades due, etc.
___ b. times when library, learning center, bookstore, etc. are open
___ c. announcement, issues, etc. that are sent to teaching faculty
___ d. other; please list: _____

___ II. Classroom instructional techniques

___ a. preparing course outlines and objectives
___ b. using small groups and discussions
___ c. developing audio-visual materials
___ d. utilizing questioning techniques
___ e. other; please list: _____

___ III. Test construction, grading and evaluation

___ a. developing valid tests
___ b. making the pass/fail decision
___ c. grading individualized instruction
___ d. grade inflation and academic standards
___ e. other; please list: _____

___ IV. Understanding diverse student characteristics

___ a. the adult learner
___ b. the importance of out-of-class responsibilities of students
___ c. dealing with cultural differences
___ d. improving opportunities for the disabled
___ e. other; please list: _____

___ V. Mission, problems and issues of the college

___ a. understanding the mission of the college
___ b. being aware of the current problems and issues
___ c. knowing the responsibilities of a faculty member for student performance
___ d. other; please list: _____

Thank you. Please complete the following respondent identification information items:

1. Program area of teaching assignment _____

2. How many semesters have you taught here _____

3. How many semesters have you taught elsewhere? _____

secondary school _____ college _____

SAMPLE: FACULTY SELF-IMPROVEMENT CHECKLIST

Teaching effectiveness is the major function of two-year college faculty. This checklist can be used by individuals to examine their own techinques. It can also serve as the basis of a small group discussion on the art of teaching.

Complete the sentence by circling the best response:

An Effective Instructor:	*Always*	*Often*	*Seldom*	*Never*
a) treats students as individuals	A	O	S	N
b) knows students by name and, to the extent possible, background and aspirations	A	O	S	N
c) sets clear expectations for performance	A	O	S	N
d) is a fair, impartial evaluator	A	O	S	N
e) accepts some responsibility for student success and failure	A	O	S	N
f) tries to design class experiences appropriate to all students	A	O	S	N
g) encourages discussion and questions	A	O	S	N
h) keeps accurate and useful records on achievement	A	O	S	N
i) uses tests as a teaching tool	A	O	S	N
j) designs fair tests that directly relate to course objectives	A	O	S	N
k) alters teaching methods when achievement falls off	A	O	S	N
l) offers individual help to students who do not make progress	A	O	S	N
m) returns assignments promptly with grades and comments that help students learn	A	O	S	N
n) is aware of non-verbal behavior	A	O	S	N

INDIVIDUALIZED INSERVICE MATERIALS

PART III
INDIVIDUALIZED INSERVICE ACTIVITIES FOR ADJUNCT FACULTY IN CAREER PROGRAMS

Purpose and Suggested Use

Teaching has been described as both an art and a science. Regardless of the perspective, there is agreement that teaching demands skill. The competencies of individuals within these skill areas vary with the instructor. Often instructors have expertise in fields other than education, but are expected to perform teaching roles effectively. Based on the areas of greatest needs determined by current project efforts, the following concise papers have been developed toward helping adjunct faculty improve their instructional skills. Because of the differences in both individual needs and the structure within which adjuncts function, these materials are multipurpose.

Uses can include:

-- by individual adjuncts in a self-improvement or "idea-collection" mode;

-- by department chairperson or other supervisory personnel as a basis for group discussion or the beginning of a presentation to a group;

-- as a targeted handout to individuals that might benefit from the topic;

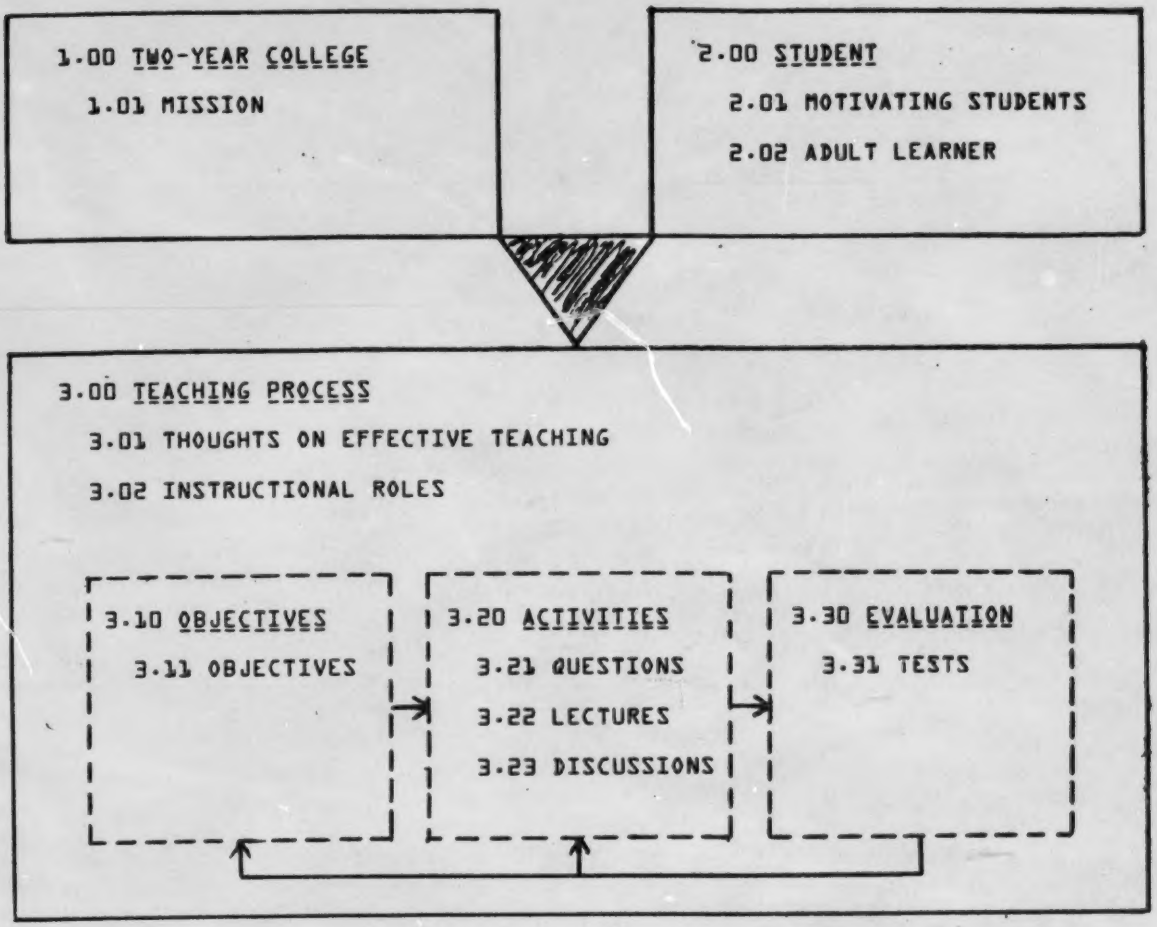
-- as a medium for initiating interactions among staff members;

-- as part of a professional development handbook.

These options are offered as suggestions. The materials are for local use in a manner most appropriate to the institution. The papers have been reviewed by adjunct instructors. Their reactions and feedback have been incorporated.

Conceptual Framework for Discussion Papers

The following framework is offered as an aid to understanding the relationship among the discussion papers. Its main components are: (1.00) the two-year college; (2.00) the two-year college student; and (3.00) the teaching process.



Since the Framework incorporates a straightforward and simplified model of the teaching process, it can be used to promote discussion and thinking among novice adjunct faculty who have had limited exposure to formal educational concepts.

PART III

TABLE OF CONTENTS

Page

Discussion Paper # 1.01
The Mission of the Community College 39

Discussion Paper # 2.01
Motivating Students. 44

Discussion Paper # 2.02
The Adult Student. 49

Discussion Paper # 3.01
Thoughts on Effective Teaching 53

Discussion Paper # 3.02
Instructional Roles. 59

Discussion Paper # 3.11
Using Instructional Objectives 67

Discussion Paper # 3.21
Questioning Techniques 65

Discussion Paper # 3.22
Instruction by Lecturing 69

Discussion Paper # 3.23
Discussion Groups: An Instructional Technique. 72

Discussion Paper # 3.31
Testing and Grading. 78

Bibliography. 93

DISCUSSION PAPER # 1.01

The Mission of the Community College

The unique mission of the Community College is briefly summarized for purposes of discussion and awarencss. An attitude survey is included which is appropriate for use in group and individual inservice activities.

THE MISSION OF THE COMMUNITY COLLEGE

The community college is a unique institution; it is America's contribution to higher education. Known by many labels such as the commuter college, the open-door college and the community's college, it has evolved from a history of being primarily a junior college, providing the first two years of college curriculum. Amid constant striving to be recognized as an important part of the higher education hierarchy its growth in the past forty years has rewritten the book on higher education in the United States.

In fact, the elitism of America's higher education institutions has provided the unique mission that community colleges hold and have grown with. Following World War II, state and national leaders called for an increase in educational opportunities beyond high school; opportunities that would be low-cost with flexible curricula and accessible to all that could benefit from college, not just the wealthy and the scholarship winners. As a result, State college systems grew significantly and community colleges led the way not only in numbers of new colleges formed, but in flexibility of offerings and open enrollment policies as well. Democracy's colleges came of age.

In New York State, the community college authorizing legislation was passed in 1948 as part of the reorganization of the system of State Teachers Colleges into the State University of New York. The community college is unique in this system, in having a local sponsor, usually county government, in partnerhsip with the State. This difference is important as it makes the college primarily responsible to the sponsoring community. (The six agricultural and technical colleges are wholly part of the SUNY system). The scope of the community college mission flows from this statement from Article 161, section 6303 of the Education laws:

> *"... community college shall provide two-year programs of post high school nature combining general education with technical education relating to the occupational needs of the community or the areas in which the college is located and those of the state and the nation generally. Specific courses and extension work may be provided for part-time students."*

There are currently 30 community colleges in New York State enrolling more than 165,000 students. All but one (Corning) are county or multi-county sponsored. In addition, there are eight community colleges in New York City administered by the City University of New York.

The community colleges are comprehensive, offering an array of programs in occupational, technical and liberal education, leading toward the conferring of associate degrees, diplomas and certificates. Characteristically, in New York State, community colleges are charged with an institutional mission to do the following:

1. *Provide programs in occupational,technical and semi-technical fields, designed to provide job training for immediate entry into a career field, retraining, and/or upgrading of skills to meet individual, local and State manpower needs.*

2. *Provide programs that parallel the first two years of a baccalaureate degree program designed to prepare students for transfer to four-year colleges and universities.*

3. *Provide programs of general studies, including preparation or developmental instruction, adult education and general education designed to meet individual student needs and further student achievement of goals.*

4. *Continue and expand the policy of open-access along with targeted outreach programs to meet the needs of special student groups such as the culturally disadvantaged and handicapped.*

5. *Provide student support services designed to achieve maximum individual potential, including, but not limited to, admissions, co-curricular educational programs, counseling, testing, tutoring, placement and special assistance for disadvantaged students.*

6. *Offer a variety of non-credit community service courses for both career and self-development purposes.*

7. *Provide public service activities of an educational and cultural enrichment nature which may include workshops, seminars, community forums and other activities that benefit individuals and the community.*

The breadth of programs, open-door policies and the priority of serving the local community are only part of the uniquenesses associated with the community college. What makes it all work is embodied in what many call the community college philosophy. Teaching is the primary mission of the staff. If "publish or perish" is an accurate credo of university faculty members,"teach effectively or travel" is fitting for community college faculty. All students are important as individuals and are viewed as capable of succeeding. Individual assistance is a hallmark and while academic standards are to be maintained, different achievement paces and mixtures of learning opportunities are made available and acceptable as individual need dictates. The enhancement of student self-concept through personal counseling as well as academic achievement is also an instructional goal.

In the university, the burden of failure rests with the student; in the community college, the burden is shared by the faculty. It is the inherent worth of the individual that makes teaching so demanding and rewarding. It operationalizes the concepts of open-access, comprehensiveness and community service and fulfills the vision of democracy's college.

Page 42, which presented a map of New York which located all of the state's community colleges, was deleted due to irreproducibility

The Nature and Mission of the Community College: An Attitude Survey

Respondent Information: Teaching assignment program _____
Number of semesters teaching here _____
Number of semesters teaching elsewhere _____

	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
1. Proximity of the community college to student homes reduces financial burden and sometimes makes higher education available that would be inaccessible otherwise.	1	2	3	4	5
2. The primary mission of a community college is to prepare students to transfer to four-year institutions.	1	2	3	4	5
3. Intercollegiate athletics have no place in the community college.	1	2	3	4	5
4. Adult education in a community college is an indication of its commitment to community service.	1	2	3	4	5
5. The extension of educational opportunity through provisions for remedial or developmental courses is a responsibility of the community college.	1	2	3	4	5
6. The community college is primarily an educational institution and should not become involved in special services to students (e.g. assistance with personal problems).	1	2	3	4	5
7. The vocational and technical manpower needs of this community are the concern of a community college and should be reflected in its programs.	1	2	3	4	5
8. The community college should provide realistic programs for a variety of special needs groups.	1	2	3	4	5
9. The community college is unique in higher education in that support is a partnership of community and state.	1	2	3	4	5
10. A community college teaching position is very similar in scope and emphasis to a teaching position at a four-year college or university.	1	2	3	4	5
11. Student <u>academic</u> counseling by individual instructors is both possible and highly desirable in the community college.	1	2	3	4	5
12. A community college should have flexible schedules and easy access to allow earning while learning.	1	2	3	4	5

DISCUSSION PAPER # 2.01

Motivating Students

This paper has been compiled to help instructors with the problem of motivating students. It is essentially a collection of thoughts, some of which may be new, others will be reminders. The paper suggests further readings that may be of interest to some instructors. It can be used as a self-reflecting document or as a stimulus to discussions among staff members. Sample discussion or thought questions include:

1. How many of the techniques do you already use, but perhaps refer to them by other names?
2. Do some techniques/tips fit one of your classes better than another? Or....some of your students better than others?
3. Did you get a new idea by reading this? How and where might you use it?
4. Do you disagree with some of the ideas presented? Explain why.

MOTIVATING STUDENTS

Motivation is stimulation to learning. All students do not require teacher motivation all of the time, but it is one of the prime concerns of teaching. Motivation efforts should be on-going and directed both to groups and individuals. This outline summarizes techniques and tips that should help the teaching task.

Motivation Techniques:

1. Decide prior to each class presentation which method(s) of motivation you will employ.
2. Decide which aid, personal appeal story, question, film or other device will best introduce the lesson, create interest, point out need, or otherwise stimulate your students to think, concentrate, and learn.
3. Create interest by appealing to certain drives common to everyone. Almost all people are:
   a. Curious. People want to see, hear about, and know about different things.
   b. Gregarious. People as a rule want to feel they belong. They want to be a part of a group. The teacher should motivate his class by developing group morale and spirit.
   c. Competitive. Most people will take up a challenge, or seek to surpass another person or group. Nothing is done so well that it cannot be done better. Therefore, it is wise to create competition.
   d. Willing to learn an easier way. Perhaps this can be better stated by saying that many people are

comfort seekers. Very often, the promise of a better and easier way to do something will motivate people to cooperate.

e. Success seekers. A little success is a motivating factor and can often change an uninterested person into an eager one.

f. Ambitious. The opportunity for better grades or utility to their job situation can act as a motivating factor in many cases.

Motivation Tips:

1. Have you planned for a means of getting attention at the start of the class?
2. Have you made use of any stimuli which move people to learn?
3. Will the motivation help develop a clearly understood lesson aim?
4. Will the motivation emphasize the significance of the lesson?
5. Will the motivation introduce the lesson and bring the group to a common starting point?
6. Does the motivation lead naturally and smoothly into the class activity?

In motivating students, appeal to the senses:

1. Utilize those senses which are most important to the student in relation to the specific lesson.
2. Stimulate those senses as often as possible for retention in learning.
3. Utilize a combination of as many of the senses as possible.

Apply the skills of teaching to sense appeal:

1. Sight: The teacher may draw, sketch, diagram, demonstrate, show, write; use charts, models, films and film strips, experiments, perform actual jobs, use books and have students read, label, color, visit industry and observe industrial process and machinery.
2. Hearing. The teacher must speak well, clearly, simply, distinctly, pleasantly, audibly, with change of tone and pitch and must become skilled in the art of explaining.
3. Touch: The teacher should see to it that students feel, weigh, handle, and use tools, equipment and material. The teacher must be prepared to point out the important factors in the feel of a material or in distinguishing a tool by touch.
4. Smell: The teacher must associate characteristic odors with trades, processes, materials such as the odor of burnt insulation, odor of wood, varnish, oils, plastics, cooking, smoke of welding galvanized materials.
5. Taste: The teacher must do the same with any characteristic tastes. In the food trades, taste is of far greater importance than in other trades. Industrial fumes and by-products of trade processess often give off vapor which leave characteristic acrid tastes.

Students learn by:

1. Action: Participation, doing, applying what he has learned by acting upon it. He may do the job, draw

the diagram, practice the skill, perform an experiment.

2. Observation: Students watch as the teacher performs skillfully the operations of the trade or the techniques of the job. The more observant the student, the more he will learn. The more the teacher stimulates thinking as the students observe, the more they learn.

3. Imitation: It is the following of instruction in a step-by-step fashion. Figuratively, it is taking the student by the hand, if necessary, until the student masters the skill or thing taught.

4. Memory and Recall: Students learn by recalling past learning, past experience, things they have seen, heard about or done.

5. Imagination: The ability to picture mentally, visually and have abstract conceptions help students learn. This is often difficult to do, and the teacher must aid the process with sketches, drawings and explanations.

6. Reasoning: The ability to reason helps the student solve problems. It enables him to come to conclusions and make comparisons. The teacher should make every effort to help students reason why and how jobs or operations are performed.

7. Repetition: Practice may not make perfect, but it is a very valuable tool of learning. Repetition of the thing learned makes the learning more permanent, and leads to greater skill in the operations of an occupation.

DISCUSSION PAPER # 2.02

The Adult Learner

The recent increase in the number of older students in two-year colleges is an acknowledged fact. The following paper provides suggestions to help instructors better serve these students, who, as research has shown, are different from the 18 year olds coming directly to college from secondary school.

THE ADULT LEARNER

Adults over 25 make up more than half of all students in two-year colleges. This reflects not only the changing demographic patterns in our "aging" society but also the increased participation of adults in formal education.

Enrollments of adult students have risen to the extent that it has become essential for all faculty to have some understanding of the unique nature of these students. This knowledge will optimize both faculty instructional effectiveness and adult educational potential.

Although quite diverse as a group, adult students are typically married, working full-time, attending college part-time, taking evening courses in occupational-technical fields. Having been away from formal education for five years or more, they have limited knowledge of academic life and available resources. Moreover, many adult students:

- *are highly susceptible to feelings of inadequacy, apprehension, and disorientation about having been out of school so long;*
- *are constrained by family and job responsibilities which complicate their academic schedules;*
- *are easily frustrated by the language, procedures, and requirements of higher educational institutions;*
- *are highly motivated, but anxious about their ability to compete with younger, "sharper" students;*
- *are handicapped by communication deficiences, poor study skills, and low self-confidence;*
- *are hampered by misinformation concerning intelligence, learning and memory;*
- *are reluctant to accept new ideas, to experiment with different approaches to problem-solving, or to be active in learning situations;*
- *are easily alienated by institutional practices which fail to recognize their life experience, diverse learning styles and skills, need to use time efficiently and to "personalize" their education, and special needs for child care services, basic*

learning skills, support groups, and extracurricular activities which appeal to adults;

- *are often at a turning point in their lives, such as a career change, transition from married to single life, or returning to school after a period of homemaking or part-time work;*
- *are making significant investments of time and money in order to accomplish their educational goals.*

Given these myriad impediments to educational progress, it is indeed surprising that most adult students manage to achieve some degree of academic success. This high rate of achievement is due in large part to the efforts of and support by conscientious instructors, many of whom are adjuncts.

The mixing of generations in the classroom and the diverse needs of this student mix place additional demands on the instructor. To maximize the educational potential of adult learners, the instructor must organize the teaching process according to the unique characteristics, needs, and problems of these older students.

The following points have been collected from a variety of sources and are offered as suggestions for working with adult learners in the classroom.

Adult learners need to relate what they are studying to what they need to know. Adult learners are goal-oriented academically and tend to be impatient with courses or assignments that seem unrelated to their needs. Nonsensical "busy work" or assignments that are not corrected and returned to students are especially annoying to adult learners who feel the pressure of time more keenly than younger students.

To meet this need, the instructor should:

- *Provide an outline of the course;*
- *Use instructional objectives;*
- *Build lectures, discussions, projects upon previous material;*
- *Let students know how their final grade will be determined;*
- *Indicate the relationship of the present course to other courses as well as to various major fields of study.*

Adult learners have many more experiences to draw upon than younger students. The awareness of these experiences can serve as a rich resource for the instructor to better understand the students in terms of past experiences, present activities, and future plans. Therefore, the instructor should:

- *Get to know the students by using such activities as personal record sheets, classroom simulations, or role-playing sequences;*
- *Encourage expression of personal intepretation of course material;*
- *Lace lectures with examples from students' backgrounds, applying course learnings to real situations;*
- *Allow for discussion periods which provide students with opportunities to ask questions, clarify thinking, explore ideas in depth, and receive feedback from others;*
- *Make liberal use of questioning techniques.*

Adult learners are more concerned about how learning will benefit them as individuals than about coming out ahead of others. Although adult learners value good grades and generally receive above average grades, their concern is essentially with what grades say about their individual performances -- they are seldom interested in knowing how well other students performed. In addition, many adults are doubtful about their ability to learn and afraid of the competition presented by the younger students. To address this concern, the instructor should:

- *Provide students with opportunities to improve their grade through retests;*
- *Deal with academic and personal problems of the learner in private;*
- *Explore alternate approaches to measuring and evaluating student performance (e.g., mastery learning);*
- *Use positive reinforcement;*
- *Base grades on several diverse activities (e.g., projects, papers, class participation) instead of on tests alone;*

- Avoid using techniques that compare learners (e.g., grading on a curve).

Adult learners want to be treated as adults. The instructor's attitude as well as the classroom atmosphere should reflect this all-too-obvious but often neglected need. While young people see themselves as dependent on others, adults view themselves as independent, responsible, self-directing persons. Adult learners appreciate relaxed, informal, encouraging instructors who are not threatened by the presence of older students in class. On the other hand, they resent instructors who, intimidated by mature students, often affect a professional air that cramps their instructional effectiveness, stifles interpersonal expression, and destroys instructor-student rapport.

Faced with adult learners in the classroom, the instructor should:

- Maintain a firm but friendly classroom atmosphere;
- Be accepting of adult learners but not patronizing;
- Overlook occasional violations of rules (e.g., tardiness, absenteeism, etc.).

Adult learners need flexibility in course organization and instructional performance. In addition to being students, adults often have job, family and other personal circumstances that interfere with their academic pursuits. Therefore, they value instructors who are flexible, but not wishy-washy, and who take into consideration their out-of-class responsibilities when scheduling assignments. This instructional flexibility, however, should not result in a lowering of standards: adults prefer standards as demanding as those for traditional college students and resent the implication that courses with high adult enrollments are watered down versions of "regular" courses.

To meet this need for flexibility, the instructor should:

- Allow students to choose from among several options to satisfy course requirements (e.g., term papers, special projects class presentations, etc.);
- Use a variety of instructional techniques (e.g., lectures, discussions, demonstrations, simulations, etc.);
- Allow for make-up tests;
- Estimate time needed to complete assignments and schedule them accordingly.

Adult students are different from traditional college students. Services and programs successful for one group are not necessarily appropriate for another. Although the above suggestions represent good teaching techniques and would doubtless profit all students both young and old, they are especially critical to adult learners whose attrition rate may well reflect their lower tolerance of personal barriers, institutional frustrations and insensitive instructors.

Selected References and Recommended Readings

Dickinson, G., Teaching Adults, Toronto, Ontario: New Press, 1973.

Mangano, J.A. & Corrado, T.J., Meeting Academic Success Needs of Reentry Adults, Albany, New York: Two-Year College Development Center, State University of New York at Albany, 1978.

Miller, H., & Verdium, J., The Adult Educator, Houston, Texas: Gulf, 1980.

New York State Education Department, Handbook for Teachers of Adult Occupational Education, Albany New York: Bureau of Occupational Educational Curriculum Development, 1977.

DISCUSSION PAPER # 3.01

Thoughts on Effective Teaching

The primary function of faculty at a two-year college is teaching. We see teaching as a creative process that is managed by the instructor and carried out in an interpersonal and interactive manner. The thoughts expressed on the following pages express ideas and beliefs held by many of our staff. They are presented as another way to introduce to you the college and the role of teaching in a community college.

THOUGHTS ON EFFECTIVE TEACHING *

I. In order to be effective in teaching, the teacher should realize that any course has three basic objectives:

1. Transmit information
2. Develop student's reasoning skills
3. Progress toward making learning truly self-sustaining in the student

Students should be periodically reminded of these three objectives of the course. Teachers should diligently work toward the three objectives simultaneously.

In addition, at the beginning of each course, students should be provided with information, in writing, on the methods of evaluation and the criteria for each grade.

II. Evaluation and Feedback

Provide frequent evaluations and feedback. Students are interested in knowing their status in a course during the semester.

Tests, quizzes, lab reports and other assignments should be graded promptly and returned to the students.

Use tests and quizzes as tools for evaluations and as study-aids for students. Convey to the students the message that a test is not an end in itself.

Realize the limitations of multiple-choice tests. Reliance on multiple-choice tests works against the development of important skills such as facility with the language, analytic ability and creativity.

III. Stages in the Evolution of a Teacher

1. Self-centered period
2. Curriculum-centered period
3. Student-centered period

An effective teacher should be concerned equally about the subject matter and the students.

---

* Adapted from a presentation given at a seminar on teaching effectiveness by Varghese D. Pynadath, professor of Engineering Science, Fulton-Montgomery Community College, June, 1980.

IV. Some Poor Teaching Habits

Look at an area some distance above the heads of the students instead of looking at the students.

Unable to cope with rather lengthy periods of silence after each question (too nervous to wait longer than one or two seconds for a response), answer the question himself.

Remains in a general area. Uses the lecture as a "security blanket."

Writes on the board and lectures at the same time.

V. Elements of a Good Lecture

1. Effective introduction of a lecture
   Different ways to begin a lecture

   a. A demonstration in which a problem is posed for students
   b. Discussion of a problem which was posed to the class at the end of the previous lecture
   c. A short review of the material covered in the previous lecture
   d. Posing a number of questions which determine whether or not students have reasonable comprehension of the material presented in the previous lecture

   The one used depends upon the particular situation.

2. Game plan for changing students from passive spectators to active participants in the class

   a. Create give and take atmosphere
   b. Actively seek out questions from students
   c. Frequently ask questions of the students. Pose a question to the whole class. Give them sufficient time to think, then pick one student to answer. Do not take "I don't know" for an answer. If necessary, explain the question, patiently try to extract the answer from the student, forcing him to think and helping to build up his self confidence.
   d. Do not make any student feel intimidated.

3. Effective conclusion of a lecture

   a. Provide a short summary of the important points of the lecture. Students have trouble separating the essential elements from the peripheral one.
   b. Pose a problem or a question that cannot be handled by the materials already covered. Demonstrate the need for further study. This will serve as a lead to the next lecture.

VI. Characteristics of an Effective Teacher

1. Understand the limitations of teacher's role and convey that to the students frequently.

   Teaching is not providing answers to all the questions raised by students. Try to get the student himself to answer his own question whenever possible.

   Make students realize the need for learning how to learn and accept their share of the responsibility.

2. Recognize the significance of the misunderstandings in a student.

   Understanding and misunderstanding are very active processes. Misunderstanding can become as firmly established as the understanding we would like to establish and become part of the 'total knowledge' of the person.

   Misunderstanding is hard to deal with (unlike the lack of understanding which is relatively easier to deal with).

3. Make yourself readily available to the students outside the classroom and create a perception of such availability among the students.

   Work hard to let the students know that you care equally about the subject and the students. Do not stress either the caring about the subject or the caring about the students to the exclusion of the other.

4. Recognize and respect the diversity of interests, in experiences and in the level of reasoning power among the students in a class. Provide different examples and different situations to which students with different experiences can relate to.

5. Do not condemn or pass last judgment on any of your students. Albert Einstein, Charles Darwin, Thomas Edison, Winston Churchill, and G.K. Chesterton, all were judged, prematurely, to be failures.

6. Update yourself

   a. Reexamine the teaching methods at the end of the course.

      Be receptive to new ideas from students, colleagues and publications. There is a science of teaching as well as an art of teaching. Every teacher will always have room for learning more about the science of teaching and improving the art of teaching.

DISCUSSION PAPER # 3.02

Instructional Roles

Teaching is a multi-faceted endeavor in which instructors must adapt their approach to the objectives of each class session. Some sessions may provide students with practice in applying information gained from textbooks or lectures; some involve direct delivery of material; some emphasize group interaction and discussion; others have several outcomes. The following chart indicates the relationship among major instructional roles, goals, skills, and sources of student motivation.

INSTRUCTIONAL ROLES*

Instructor Roles	Major Goals	Characteristic Skills	Major Sources of Student Motivation
Expert	To transmit information, the concepts and perspectives of the field	Listening, scholarly preparation, class organization and presentation of material; answering questions	Curiosity, need for achievement; intrinsic interest in content (fear of being/appearing stupid; fear of being snowed)
Formal authority	To set goals and procedures for reaching goals	Defining structure, and standards of excellence; evaluating performance	Dependency; getting a good grade (fear of flunking, of being lost and pursuing irrelevant activities)
Socializing agent	To clarify goals and career paths beyond the course; to prepare students for these	Clarifying rewards and demands of the major, the field, and academic persuits	Need to clarify one's interests and calling; desire to be "in" (fear of being rejected by field or having options reduced)
Facilitator	To promote creativity and growth in student's own terms; to help overcome obstacles to learning	Bringing students out, sharpening their awareness of their interests and skills; to use insight and problem solving to help students reach goals, avoid blocks	Self-discovery and clarification to grow in desired direction (fear of not developing a clear and useful identity)
Ego ideal	To convey the excitement and value of intellectual inquiry in a given field of study	Demonstrating the ultimate worthwhileness of, or personal commitment to one's material/educational goals	The desire to be turned on; the desire for a model, a personification of one's ideals (fear of being bored, unmoved, and cynical)
Person	To convey the full range of human needs and skills relevant to and sustained by one's intellectual activity; to be validated as a human being; to validate the student	Being self-revealing in ways which clarify one's totality beyond the task at hand; being trustworthy and warm enough to encourage students to be open as well	The desire to be known as more than a student; the desire to have one's life cohere (the fear of being ignored or treated as a "product")

*Adapted from, "Teaching Tips: A Guidebook for the Beginning College Teacher," W. J. McKeachie, 1978, D. C. Heath & Co., Massachusetts

Discussion Questions

1. In what role do you perceive the major part of your instruction to lie? In which are you most comfortable? Why?

2. How do you compare and contrast the goals and skills defined for each of the six instructor roles?

3. Discuss those sources of student motivation with which you tend to disagree. Why? What others would you add?

DISCUSSION PAPER # 3.11

Using Instructional Objectives

Teaching is most effective when students know the objectives of the program and course --- students tend to be more efficient in their learning when they know what is expected of them. Instructional Objectives are statements of intent which result in observable and measurable outcomes.

USING INSTRUCTIONAL OBJECTIVES

Instructional objectives may be used for planning courses and instructional approaches; and for stating intents so that outcomes are indicated in measurable terms.

Advantages of Using Instructional Objectives

- *provides specific directions for instructor and student*
- *provides a basis for continuous diagnosis and evaluation*
- *provides a base for systematic program review and development*
- *lend themselves to individual instruction, including computer assisted instruction*
- *provides a means whereby learning is observable*
- *encourages student and instructor responsibility for learning experiences and in selecting materials for classroom instruction*
- *guides program development in terms of content, materials, learning experiences and organization for instruction*
- *provides guidance assigning priorities for resource, personnel, instruction time and content*

Disadvantages of Instructional Objectives

- *restricts content, activity and methodology*
- *may emphasize information which is trivial in nature*
- *are recall oriented and not supportive of creative thinking*
- *emphasizes cognitive and psychomotor learning activities and neglects values and attitudes*
- *time-consuming in terms of preparation*

Steps in Writing Instructional Objectives

1. *Use the student as the subject of the instructional objective(s). Communicate specifically what the student is expected to do as a result of learning. Identify appropriate learning activities.*
2. *Identify and state observable responses expected of the students. Describe the task, knowledge, or attitude for which the student is being trained. Write this in action or doing form. Use action verbs in conveying activities and accomplishments by the students.*

   The student is able to adjust . . .

The student is able to locate . . .

The student is able to place. . . .

The student is able to rotate . . .

3. *Identify and state tasks as operations to be performed. State the distinct capabilities or actions needed to perform a particular task. Identify for each capability a body of necessary knowledge, principles, and attitudes relevant to his successful achievement.*

   Example: The student is able to position the acetylene and oxygen cylinders in an upright position at least four feet from the welding surface...

4. *Identify and state how behavior is to be demonstrated so that learning can be observed.*

   Example: By connecting lines, by touching, by underlining in writing, by matching, by labeling, by performing, by demonstrating, by speaking, by pointing, by placing in order.

5. *Identify and state the standards or quality of outcome desired.*

   Example: The student is able to perform the identified task "within 5 percent accuracy" in accordance with existing medical practices.

6. *Write the behavioral objective in a complete sentence.*

   Example: The student is able to construct a crossword puzzle which provides the necessary space for the following words---adjective, adverb, verb, to, and tense --- and do so in writing with 90 percent accuracy.

DISCUSSION PAPER # 3.21

Questioning Techniques

This paper has been compiled to address skills of questioning as an instructional technique. It is essentially a collection of thoughts, some of which may be new, others will be reminders. It can be used as a self-reflecting document or as a stimulus for discussion among staff members. Resources are suggested for those wishing to pursue further reading.

THE INSTRUCTIONAL TECHNIQUE OF QUESTIONING

When should questions be used?

- To create interest and arouse curiosity.
- To develop a thought or concept; alternative thoughts or concepts
- To help instructor determine personal and student progress
- To assist students in determining progress
- To encourage an exchange and sharing of views
- To emphasize and reinforce the significant points
- To encourage critical thinking
- To stimulate further discussion and participation
- To assist use of previous knowledge in new learning

Types of Questions

Memory Question (Recall Question)

The memory question should be used when an instructor is seeking to recall information, emphasize facts, summarize main points, or obtain some measures of achievement. The following verbs are often used in memory/recall questions:

State	Name	Identify	List	
				Relate .
Recall	Give	Locate	Describe	

Questions beginning with what, where and how are also recall or memory questions. Answers to memory questions are characterized by the following:

1. They usually require a short answer.
2. They sometimes promote guessing.
3. They often have but one correct answer.
4. They usually require little reflection or thought.
5. They are often based on memory rather than knowledge and understanding.

The following are examples of memory (recall) questions:

1. *Who discovered the vaccine for polio?*
2. *What size wire is required by FNA residential building codes?*
3. *What is the R factor of 6" fiberglass insulation?*

Thought-Provoking Questions (Evaluative Questions)

When answering a thought-provoking question (evaluative question) the student must be able to explain, demonstrate knowledge and understanding and produce a logical correct answer.

Advantages of this type of question are:

1. *They foster thinking and decision-making skills.*
2. *They promote student interaction and discussion.*
3. *They encourage students to be concerned with personal and group values.*

Certain words help identify and call for an evaluative answer. They are:

Evaluate	*Analyze*	*Judge*	
Calculate	*Measure*	*Appraise*	*Differentiate*
Deliberate	*Estimate*	*Compare/Contrast*	

Questions beginning with how, why or what can also be a thought-provoking question; as per following examples:

1. *How effective would wage/price controls be in controlling inflation?*
2. *What would be the estimated impact of a cure for the common cold to hospital occupancy?*
3. *How can we analyze the benefits of a national policy to change all gasoline auto engines to gasohol?*

Creative Questions

Creative questioning urges thought beyond the subject matter, fosters imagination, encourages reaching beyond experience, and use of information possessed. Creative questioning uses the following words:

Make	*Create*	*Predict*	*Develop*	*Invent*	*What would have happened*
Devise	*Construct*	*Speculate*	*Design*	*What would happen if*	

Examples of creative questions are:

1. *What would have happened if the United States had not become involved in War World II?*

2. *Develop a different ending for this story.*

3. *Make a scale to determine the weight and volume of this object.*

Selected References and Recommended Readings

Briggs, L., Instructional Design, Education Technology Publications, NJ, 1977.

McKeachie, W.J., Teaching Tips, A Guidebook for the Beginning College Teacher, DC Heath Company, 1978.

Verdium, J., Miller, H. and Greer, C., Adults Teaching Adults, Learning Concepts, Austin, Texas, 1977.

Weaver, G. and Cenci, L., Applied Teaching Techniques, Putnam Publishing Corporation, 1960.

DISCUSSION PAPER # 3.22

INSTRUCTION BY LECTURING

Lecturing is the most commonly used approach in teaching. Although it is the most misused technique, it can be effective and informative with careful instruction, planning and preparation.

INSTRUCTION BY LECTURING

Every instructor needs to become more proficient in lecturing. This paper lists the basic techniques of the lecture instructional approach--the explanation technique. Explanation is defined as description, interpretation, analysis, direction giving, and clarification in an informal and conversational manner. Lecturing serves the following functions:

1. To emphasize and reinforce information previously read; To identify and highlight information that has already been presented or assigned.
2. To synthesize, abbreviate, and summarize information presented.
3. To provide supplementary information from other sources not readily available to the class.
4. To clarify information or specific points that are unclear.
5. To adapt previously learned information to new situations or to other content areas.
6. To develop general interest.

Techniques of Lecturing

1. Determine the objectives of the lecture.
2. Use a brief outline that encompasses the points to be made.
3. Use conversational language and concise statements.
4. Fit the material to the time at your disposal. Restrict your aim to a few primary topics and consider specific ways of engaging the audience in each one.
5. Use precise examples and illustrations. Take advantage of physical presence and movement and employ the blackboard and other visual aids. Have visual aids at hand and ready for use.
6. Develop an ability to improvise.
7. Provide the class with opportunities to ask questions. Encourage students to speak out.

8. Develop and use a range of voice, gestures, and physical movement to reinforce content, fix attention, and stimulate the class.

9. Emphasize major points by being enthusiastic, using pauses, altering your speaking rate and by writing key words or phrases on the chalkboard or overhead projector. Maintain eye contact.

10. Arrange the material in some definite sequence.

11. Avoid distracting mannerisms.

12. Encourage your students to take notes.

Components of a Lecture

-- Introduction

-- Content

-- Presentation

-- Audio-Visual Aids

-- Participation

-- Closure or Summary

Selected References and Recommended Readings

Briggs, L., Instructional Design, Education Technology Publications, NJ, 1977.

Centra, John S., Determing Faculty Effectiveness, Jossey-Bass, Inc., San Francisco, California, 1979.

McKeachie, W.J., Teaching Tips, A Guidebook for the Beginning College Teacher, DC Heath Company, 1978.

Verdium, J., Miller, H. and Greer, C., Adults Teaching Adults, Learning Concepts, Austin, Texas, 1977.

Weaver, G., and Cenci, L., Applied Teaching Techniques, Putnam Publishing Corporation, 1960.

DISCUSSION PAPER # 3.23

Discussion Groups: An Instructional Technique

Instruction may take place in a variety of group settings. The type of group setting may depend on course objectives, the degree of desired learning proficiency, the amount of instructional time needed, and the capability of students to function in small groups. Effective use of groups as an instructional technique involves a great deal of preparation. This outline summarizes purposes, techniques and selected variations toward facilitating the use of discussion groups as an instructional approach:

Section A: Discussion Groups
- appropriate use of discussion technique
- instructor's role
- potential problems
- the non-participant

Section B: Group Techniques
- problem posting
- brainstorming
- tutorial

SECTION A: DISCUSSION GROUPS

Discussion groups include the instructor who interacts frequently with other group members. The instructor starts the discussion and clarifies, probes, and channels discussion topics. Most discussion groups consider issues, problems and concerns which involve values rather than factual answers.

Purpose of Discussions

1. *Useful for fixing, relating, and promoting thoughts about information that has already been acquired.*

2. *Useful for clarifying information and concepts.*

3. *Useful to increase the level of student involvement by establishing rapport, motivating individuals and groups, suggesting directions of further inquiry, and raising interest levels.*

4. *Provides one feedback source about the progress, attitudes, and aims of individual students and the group as a whole.*

5. *Develops individual skills of formulating and expressing ideas and opinions.*

6. *Offers the opportunity for widening the student's perceptions and approach to learning, for making distinctions in the use of fact, opinion, belief, rumor, proof and value judgments.*

Discussion Techniques Are Appropriate When the Instructor Intends to Do The Following:

1. *Use members of the group as resource.*

2. *Provide opportunities to formulate applications of principles.*

3. *Obtain prompt feedback on how well objectives are being attained.*

4. *Help students learn to evaluate the logic of, and evidence for, their own and other's positions.*

5. *Help students become aware of and to describe problems using information gained from readings or lectures.*

6. *Develop motivation for further learning.*

Instructor's Role In Leading Discussions

1. *Ask real questions even though they may seem offhand, simple, or imprecise,*

2. *Be responsive to the students' answers and questions. All answers deserve respect, even the simple "I don't know." Enthusiasm for all responses is both a courtesy and an incentive.*

3. *Be open to the group, but have a direction in mind or take the responsibility for providing direction.*

4. *Deal tactfully with individuals who block discussions:*

   a. *Put questions off on the promise that they will be answered in the course of the discussion.*

   b. *Offer a temporary resolution, a working definition, gain ascent from the group to set the matter aside, and proceed.*

5. *Clarify at the onset what the discussion is trying to achieve.*

6. *Participate when needed to check digressions, clarify positions, and give a sense of progress.*

7. *One way of starting a discussion is to provide a concrete, common experience through presentation of a demonstration, film, or role playing.*

8. *A discussion may be started with a question that will stimulate interaction such as "how does the idea that ... apply to ...?*

9. *Start a discussion with a controversy. Playing the "devils advocate" can be an effective device in encouraging students to think actively rather than accept passively.*

In Discussion Groups, The Instructor May Be Faced With Several Problems:

1. *Lack of participation in the discussion.*

2. *Making progress (or making students aware of the progress) toward course objectives.*

3. *Handling emotional reactions of students, which are less likely to be expressed verbally in a lecture-type class.*

4. Handling barriers to discussion, such as:

   a. Inadequate information -- The instructor role may be to refer to necessary sources of information, or to provide the information directly.

   b. Fuzziness and ambiguity -- An instructor may need to restate a student's contribution, or give occasional summaries not only to help students chart their progress, but also help smooth communication problems.

   c. The instructor's tendency to tell students the answer -- or to put the solution in abstract or general terms before the students have developed an answer or meaning for themselves.

   d. Agreement --- Usually instructors are so eager to reach agreement in groups that they are likely to be happy when students are agreeing, but agreement should not be the objective of most educational discussions.

What The Instructor Can Do About The Nonparticipant

1. Create the expectation of participation in the discussion session.

2. Create a climate in which an important contribution is not lost because the person with the necessary idea did not feel free to express it.

3. Try to get to know the nonparticipant.

4. Ask the nonparticipant to contribute in a problem area in which he/she has special knowledge.

5. Attempt to reduce the fear of being wrong. Begin by asking general questions that have no wrong answers.

6. Ask a question prior to the discussion and request students to write out answers involving an example from their own.

7. Try the "inner circle technique." In this technique, half of the students act as the discussion group and the other half as the observers. Arrange the seating in the form of two concentric circles. Explain that you want to give some of the quieter members of the class a chance to express their ideas.

SECTION B: DISCUSSION GROUPS

Problem-Posting Technique

This technique can be used to stimulate interest and assist students in communicating their problems to one another. It can be used the first day of a course or after a lecture or any other classroom method.

All the instructor needs to say is "Let's see if we can get all the questions out so that we can see what they are and how to handle them." If its the first day of class, the instructor can say, "Let's see what problems you would like to have us tackle during the course." "What sort of concerns do you think we might deal with?"

The instructor's task then becomes that of understanding and recording the problems contributed by the group. Be sure to accept all contributions whether or not you yourself feel they are important. Restate the problem as presented by the student but be sure to tell the group in the beginning that you are restating the question to test your understanding.

As contributions begin to slow down, it is often helpful to suggest stopping after a few more. Be sure to allow a good pause before ending because of some of the most deeply felt problems will not come out until the students have seen that the instructor is really accepting and non-critical of the problems raised.

It is then time to deal with the questions and attempt solutions. By the end of the problem posting, the class normally has become better aquainted, has become used to active participation, has taken the first step toward developing an attitude of attempting to understand rather than compete with one another, has learned that the instructor can listen as well as talk and is not going to reject ideas different from their own, and has begun to feel some responsibility for solving individual problems rather than waiting for them to be answered by the instructor.

Brainstorming Groups

The instructor encourages group members to generate a wide variety of ideas and possibilities. Brainstorming avoids criticism or evaluation of a particular idea. The intent of the session is to get the ideas placed before the group. The instructor's responsibility is to motivate discussion and presentation of ideas.

Tutorial Groups

A tutor works with four or five adults needing or desiring special assistance. Factual recall and drill exercises are normally the learning focus.

Selected References and Recommended Readings

Briggs, L., Instructional Design, Education Technology Publications, NJ, 1977.

Ebel, K.E., The Craft of Teaching, Jossey Bass, Inc., San Francisco, 1976.

McKeachie, W.J., Teaching Tips, A Guidebook for the Beginning College Teacher, DC Heath and Company, 1978.

Verdium, J., Miller, H. and Greer, C., Adults Teaching Adults, Learning Concepts, Austin, Texas, 1977.

Weaver, G. and Cenci, L., Applied Teaching Techniques, Putnam Publishing Corporation, 1960.

DISCUSSION PAPER # 3.31

Testing and Grading

Tests are the means of measuring student ability and/or attainments. Grades are the evaluation of student performance. This paper discusses grading and selected approaches to testing:

Section A: Why Grade?
- characteristics of grades
- making the grade

Section B: Comparison of Essay and Objective Tests
- using short answer tests
- using essay items
- scoring essay test items

SECTION A: WHY GRADE?

Characteristics of Grades

Purpose - Grades can be

A - Formative (Process) - A nonfinal assessment designed to identify strengths and weaknesses in student performance. The emphasis is on the improvement of student achievement.

B - Summative (Outcome) - A terminal assessment intended to provide a final or overall judgment of student performance. The emphasis is on describing how well the student succeeded.

Typical Types of Grading

Numerical

Numerical is used by approximately 3% of four-year arts and sciences colleges, 2% of two-year arts and sciences schools and in less than 1% of professional/technical programs (scale 1-100).

Advantages: 1) common and familiar set of symbols; 2) easy to use; 3) does not require as much faculty time; and 4) ease of record keeping.

Disadvantages: 1) subjective (if not in objective style exam); 2) unidimensional, conveys only a gross sense of student performance; 3) low fidelity, virtually impossible to reconstruct student performance based on a grade; and 4) too many categories to be meaningful.

Letters

Letters are used by approximately 88% of four-year arts and sciences colleges, 99% of four-year professional/technical colleges, 75% of two-year arts and sciences colleges and 79% of professional technical colleges. Common letter grade systems, with and without plus and minus modifications are:

A-B-C-D-F	A-B-C-F
A-B-C-D-NC	A-B-C-IP

Advantages: same as above, plus 1) more commonly accepted grading currency; 2) smaller manageable number of categories.

Disadvantages: same as above, plus 1) the widespread use gives a false illusion of compatibility; 2) puts pressure on college not to use other grading systems.

Pass-Fail

Pass-fail options are used by approximately 77% of four-year arts and sciences colleges, 83% of four-year professional/technical colleges, 35% of two-year arts and sciences colleges and 39% of two-year professional/technical colleges. Commonly used systems are:

Honors-Pass-Fail *Honors-High Pass-Pass-Fail*

Satisfactory-Not Satisfactory

Advantages: *1) reduces anxiety ard pressure students feel; 2) enables students to follow their own learning interests; 3) easy to use; 4) takes little faculty time; 5) encourages some students to do more work and 6) easy to record.*

Disadvantages: *1) provides students with very little information about their performance; 2) fails to distinguish between students of varying abilities; 3) encourages some students to do less work, 4) may encourage increased specializaiton; 5) does not reduce pressure or anxiety for the failing student; 6) low in fidelity; 7) may diminish student chance for admission to graduate school and 8) may artifically inflate G.P.A. if not used in all courses.*

Source - Adapted from April 16 presentation to adjunct faculty; Joseph Gay, Dean of Curriculum, Broome Community College, Binghamton, New York.

Making the Grade

- Measurement implies quantitative scaling.

- Evaluation implies qualitative judgment.

- A test measures a sample of a student's performance. Ultimately, this measurement must be converted into an evaluation of the student's level of proficiency. The typical method of conversion is grading.

- Grading is a classification procedure for certifying a student's level of proficiency.

- Grading should always be based on sufficient evidence. A valid evaluation is predicated on the representative sampling of both course content and student performance.

- Never rely on a single measure of a student's performance. Use several different kinds of measures (e.g., homework assignments, term papers, tests, etc.) and assign weights to the various measures (e.g., term paper 25%, homework 10%, etc). The variety improves the precision of your evaluation and allows a student to demonstrate proficiency in different ways. Having several measures also makes it possible to drop the lowest grade.

- Use institutional practices, department norms, knowledge of past performance, statistics and curves as guides rather than as directives.

- Grading can be norm-referenced or criterion-referenced. Norm-referenced tests identify a student's performance in relation to the performance of other students. Criterion-referenced tests identify a student's performance in relation to a specified standard or criterion.

- In sum, there is no completely objective method available for assigning grades; subjective evaluation will always be involved.

TABLE 1

EXAMPLES

	1	2	3	4	5	6
SCORE	CURVE	DECILES	TEACHER STANDARDS HIGHER	TEACHER STANDARDS LOWER	BULB	S/U
98	A	A	A	A	A	S
92	A	A	B	A	A	S
92	A	A	B	A	A	S
90	B	A	B	A	A	S
90	B	A	B	A	A	S
88	B	B	B	A	A	S
86	B	B	B	B	B	S
86	B	B	B	B	B	S
86	B	B	B	B	B	S
81	C	B	C	B	B	S
81	C	B	C	B	B	S
81	C	B	C	B	B	S
77	C	C	C	B	C	S
77	C	C	C	B	C	S
77	C	C	C	B	C	S
74	C	C	D	C	C	S
74	C	C	D	C	C	S
74	C	C	D	C	C	S
70	C	C	D	C	C	S
70	C	C	D	C	C	S
70	C	C	D	C	C	S
69	D	D	D	C	C	S
69	D	D	D	C	C	S
69	D	D	D	C	C	S
62	D	D	F	D	I	U
62	D	D	F	D	I	U
62	D	D	F	D	I	U
58	F	F	F	D	I	U
58	F	F	F	D	I	U
58	F	F	F	D	I	U

Table 1 provides examples of six different grading apprcaches and their effects on a set of 30 scores.

The first example, grading on a "curve," imposes a "normal" distribution onto a set of scores, and holds that there should be as many F's as A's, as many D's as B's, and that the modal grade, C, should occur in the middle of the distribution. Applied rigidly, this approach results in 10 percent A's, 20 percent B's, 40 percent C's, 20 percent D's and 10 percent F's.

Example 2, the "decile" approach, applies fixed cut-off points to a set of scores. In the example, traditional ranges of scores were used as criterion levels for assigning grades: 90-100 A; 80-89 B; 70-79 C; 60-69 D, below 60 F.

As indicated, the "curve" and "decile" approaches set arbitrary standards for assigning grades and apply them in a mechanical fashion without concern for trends in scores.

Unlike these approaches, examples 3 through 6 make use of natural "breaks" in the set of scores, and involve a great deal of professional judgment on the part of the instructor.

Examples 3 and 4 illustrate the shifts in grades that occur as a result of instructors' use of different standards (high vs. low).

Example 5, the "bulb" approach, implies that grades should differentiate among high-scoring students, but not among low-scoring ones. In the example, the students who scored above 65 (i.e., exhibited proficiency on at least two-thirds of the material) received A's, B's or C's, while those students who failed to master the specified material received an "I" (incomplete) grade.

The final example, "S/U", provides less differentiation among students than the bulb approach does. Although the "S/U" approach indicates which students "satisfactorily" mastered a specified amount of material, it does not differentiate among these students. In other words, this approach simply separates the students who passed from those who failed.

The approaches used by instructors faced with a set of scores reflect differences in educational philosophy, subject matter, course goals, as well as students' past performance. In "making the grade" it is often helpful for instructors to examine the overall distribution of scores, compute a few simple statistics (e.g., average, top and bottom 25 percent of scores, midpoint, etc.) and make use of natural breaks. This approach should result in an equitable evaluation of a student's level of proficiency.

SECTION B: COMPARISON OF ESSAY AND OBJECTIVE TESTS

Two basic formats frequently used in testing are short-answer or objective and essay. Usually test items are some variation of the essay or short-answer; regardless of format, it is important to relate items to course objectives. The following chart compares essay and short-answer formats:

Characteristic	Essay Test	Objective Test
Preparation of the test item	Items are somewhat less difficult to construct	Items are relatively difficult to construct
Sampling of the subject matter	Sampling is limited	Sampling is usually extensive
Measurement of knowledge and complex achievement	Items can measure both; measurement of complex achievement is recommended	Items can measure both; measurement of knowledge is more common
Preparation by student	Emphasis is primarily on larger units of material	Emphasis is often of factual details
Nature of response by student	Student organizes original response	Except for supply test items student selects response
Guessing of correct response	Student is less prone to guess	Student is more prone to guess
Scoring of student responses	Scoring is difficult, time-consuming and somewhat unreliable	Scoring is simple, rapid and highly reliable

Source: Ahman, J.S., Glock, M.D., Evaluating Pupil Growth, Allyn and Bacon Inc., 1971.

USING SHORT-ANSWER TESTS

Depending on the course, students are usually expected to acquire varying degrees of knowledges and understandings, skills and competencies, attitudes and interests and behavior patterns.

In some occupational courses student demonstration is the most common and the most appropriate. If the acquisition of certain facts should be measured, the short answer test is a commonly used device. It works will for measuring acquisition of facts; i.e., knowledge, level 1. It works less well as an indicator of understandings, skills and attitudes and is of very little value in testing behaviors.

The short answer test can be true/false, fill-in-the-blank, matching, multiple choice or combinations of these formats. True/false gives the student a 50/50 chance to guess correctly. Fill-in-the-blank requires the student to remember terms and their spelling through clues. Matching and multiple choice questions provide clues to jog memory or recognition of the correct answer among incorrect answers.

Short answer test items can be poorly constructed with great ease. If items are long and ambiguious, they may test reading skills, but probably will not be a good indicator of whether or not the student knows the answer.

Example A: True/False

____ *It is appropriate and allowable under State Finance law to accrue revenue, make general journal entries of same and appropriate against them, debiting anticipated revenue when received, when using a modified accrual accounting system except when dealing with tax levy revenue due from the sale of tax anticipation notes.*

- -

Poor test items can also be answered by a range of information acquired elsewhere when that is not the object of the item at all. Class attendance would not be required to learn this. The correct answer (a) to the following item can be acquired from stereo advertisements and your local hi-fi store.

Example B: Multiple Choice

Which of the following companies should be contacted for repair manuals for Technics electronic equipment?

a) Panasonic
b) Fisher
c) Pioneer
d) Kenwood
e) Marantz

- -

Poor items can lead the student to the correct answer by including clues in the alternate answers (or other test items on the test) or by including obviously wrong choices that can logically be eliminated.

Example C: Multiple Choice

Which of the following is the best compound to enrich sandy soil?

a) H-O-H
b) C
c) O
d) SO_4
e) Fe

The correct answer is probably not even given as a choice, but the student can rule out b, c and e because they are not compounds. Between the two remaining options, a) H-O-H is a least sensible; water is good for sandy soil, whether the student knows d) is sulfuric acid or not.

- - - - - - - - - - - - - - - - - - -

There are not short cuts to constructing valid tests, but the following suggestions may help:

a) use common and clear language
b) include all information that is necessary to answer the questions
c) avoid trivia unless you want students to memorize rather than learn
d) generally avoid negative questions or trick wordings
e) be certain that your correct answer is the one most/all experts agree on
f) once you construct test items that work, keep them on file for reference and/or repeated use
g) if most students miss a given item, there are at least 3 possible reasons:

1) the student did not do the assignment;
2) the teacher did not teach effectively;
3) the test item is not a valid measure

Selected references:

Ahman, J.C., Glock, M.D., Evaluating Pupil Growth, Allyn & Bacon, Inc., Boston, 1971.

McKeachie, W.J., Teaching Tips, DC Heath and Company, 7th ed., Lexington, Mass., 1978.

Milton & Edgerly, "The Testing and Grading of Students," Change Magazine, Policy Paper # 3, 1977.

USING ESSAY TEST ITEMS

An essay test item is one for which the student supplies, rather than selects, the correct answer. More specifically, an essay test item demands a response composed by the student, usually in one or more sentences, of a nature that no single response can be listed as correct, and the accuracy and quality of which can be judged only by a person skilled and informed in the subject.

The major advantages of essay test items is that they allow the student a freedom of response; they call for an application of knowledge; they test how students approach a problem and the soundness of their conclusions; and students must write. The major disadvantage is that they are difficult to score.

Types of Essay Questions and Examples

I. RECALL

A. Simple Recall

What is the correct way to readdress mail forwarding to a new address?

Define assets.

B. Selective Recall

List five criteria you would use to evaluate the appearance of duplicated copies of material.

What are the principle characteristics of the adversary system of judicial determination?

II. DEMONSTRATION OF UNDERSTANDING

A. Comparison

Compare group decision making with individual decision making. Give three situations in an organization in which group decision making would be more appropriate than individual decision making. Explain.

B. Contrast

Contrast the accrual and cash basis of accounting.

Contrast the current operating concept and the all-inclusive concept.

C. Explanation

Describe the use of a card file for frequent callers, the register of visiters, and the appointment schedule. Which of these three office tools would you regard as most important, and why?

Explain the contribution which freedom of opportunity makes to the American people through small and large businesses.

D. Summary

Summarize the debit-credit procedure as applied to asset accounts and liability accounts.

III. APPLICATION

A. Causes or Effects

Why may too frequent reliance on penicillin for treatment of minor aliments eventually result in diminished effectiveness of penicillin treatment against major invasion of body tissues by infectious bacteria?

B. Analysis

Evaluate the three major forms of organization from the standpoints of management control by the owner of sharing the firm's profits.

C. Statement of Relationship

What is the relationship between forecasting techniques and organization-wide planning techniques? Are they interchangeable? Why or why not?

Explain the relationship between business failure and business age. Is this a casual relationship?

D. Illustrations or Examples of Principles

Give an example of a transaction that results in a debit to an accrued expense payable account.

Give two examples of incidental revenues. How may such items be shown in the income statement?

E. Application of Rules or Principles

Why should assets be recorded at cost, regardless or any possible difference between cost and value?

F. *Reorganization of Facts*

Some writers have said that the American Revolution was not only a political revolution against England, but a social revolution, within the colonies, of the poor against the wealthy. Using the same evidence, what other conclusion is possible?

IV. *JUDGMENT*

A. *Decision*

Does every adjusting entry have an effect on the determination of the amount of net income for a period? Explain.

The suggestion have been made that in typing a will, each page prior to the final page be terminated with a hyphenated word. This is contrary to recommended manuscript or letter typewriting procedure. Why should this exception be appropriate for this legal instrument?

B. *Discussion*

Discuss concisely the problems faced by women and racial minorities in entering entrepreneurial careers.

How does the appearance of a letter contribute to the effectiveness of the contents of that letter?

C. *Opinion/Criticism*

Express an opinion on the following statement: "A stock selling for less than its par value is a bargain."

Why is the concept of law as merely a set of rules inadequate?

D. *Formulation of New Questions*

If you were assigned the responsibility for typing a long report, what questions would you ask and what items would you decided for yourself before you started typing?

SCORING ESSAY TEST ITEMS

1. Prepare in advance an "ideal" answer which will form the criterion against which each student's answer will be judged. Ask a colleague to review the "ideal" or allow a laps of time before reviewing it.

2. Score the student's responses anonymously.

3. Score all responses to each item at one time. This makes it easier to maintain a constant or near constant set of standards on the basis of which each response is to be judged. The way in which a student answers one test item will not influence the judgement of the instructor when scoring the student's responses on a second test item.

4. If spelling, grammar, and writing style of the responses are to be scored, it should be done independently of the subject matter content.

5. If the results of the test are extremely important, have at least one other person score the response independently. If this is not possible, score them a second time yourself, doing so without knowledge of your first judgments.

6. Two common methods of scoring essay tests items are the analytical method and the rating method: (1) In the analytical method, the instructor breaks the correct response into subparts, assigns raw-score points to each, and awards points for a student's answer insofar as each subpart of the correct response is or is not included. (2) In the rating method, the instructor tries to grasp the complete scope of the right answer. and then on the basis of the total student's response, classifies it into one of three or five categories representing various levels of quality. In this method, the instructor may rank the answers from the best to the least acceptable and decide on a numerical system to use including the maximum score for the best answer and the average score for all papers.

EXAMPLES: SCORING AN ESSAY TEST ITEM

I. A general distribution such as the following may be used in a rating method.

Poor to Fair		*to Good*		*to Very Good*		*to Excellent*	
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*
(about 15%)		*(about 35%)*		*(about 35%)*		*(about 15%)*	

The evaluator first has to decide whether the response belongs in the upper half (5-8) or the lower half (1-4). The next step is to decide in which quarter the response belongs -- for example, whether it belongs in the lower quarter (1-2) or the one above (3-4). The third step requires deciding which of the two numerical values in one quarter applies best, for example, 1 or 2.

This procedure prevents the evaluator from giving the "average" grade such as 5 on a 9-point scale. The practice of regressing toward the mean often occurs when an evaluator is grading a considerable number of papers. With this scale of rating, the evaluator is has to determine whether a 4 or 5 is more accurate for the average response. The question may be rated as a whole or by each important component within an ideal response.

II. Listed below are some changes that could take place in the business activity of a community. For each change, assuming other factors are unchanged, you are to indicate the effect in the community on:

a) unemployment
b) job mobility
c) assessed evaluation of property

You should also describe in a brief paragraph why each change should occur referring to the economic principle involved. You will receive one point for each change correctly described and a maximum of two points for a complete explanation of why the change could be predicted.

In this example, each aspect of a perfectly acceptable answer can be anticipated and listed thus responses can be scored with relatively high precision. It is still advisable to prepare a key and have it available for reference as responses are being scored.

III. What are the principal reasons why research in the social sciences has not progressed as far as that in the biological and physical sciences?

Ideal Answer:

Since the social scientist is himself part of what he is attempting to study, he cannot achieve the objectivity possible in the more precise sciences. Further, the conclusions he reaches frequently run counter to deeply held prejudices of people and are therefore unacceptable. Feeling that many of the social affairs of men are not susceptible to scientific study, people have been less willing to subsidize social research than they have been to subsidize medicine, for example. Last, the scientific study of nature has a much longer history than the scientific study of man. This history has provided a much larger body of data and theory from which to move forward.

Key

Using this "ideal" answer, the essential elements would be identified and quantitative weights assigned to each. For example:

Elements of Answer	*Possible Points*
1. Scientist part of his subject	*2*
2. Prejudice	*3*
3. Lack of financial support	*2*
4. Short history	*1*
5. Small body of facts and theory	*1*
6. Organization	*1*
7. Language usage	*1*

SAMPLE OUTLINE

PH 236 Mechanics *Spring 80* *V. Pynadath***

1. *Text: Vector Mechanics for Engineers - Dynamics (Third Edition)*
   By Beer & Johnston

2. *Evaluation Dates:*

Test # 1	*Chapters 11 & 12*	*February 21*
Test # 2	*Chapters 13 & 14*	*March 20*
Test # 3	*Chapters 15 - 18*	*April 17*
Test # 4	*Chapter 19*	*May 12*

One make-up is available for each test. Average of the test and make-up points will be used in computing the final grade

3. *Final Grade for the course will be computed on the following basis:**

   Homework = 20%

   4 tests = 80%

   Homeworks are due within one week of the assigned dates. Two points per working day will be taken away for homeworks submitted late.

4. *Basis for letter grades:*

A (90-100)	*D (60-69)*
B (80-89)	*F (Below 60)*
c (70-79)	*W (Formal withdrawal during the first 2/3rd of the semester)*

* *Based on instructor's evaluation of the student's constructive participation in class discussion, effort, and academic potential, small (up to a maximum of 10%) upward adjustments may be made, at the sole discretion of the instructor, in the final grade computed on the basis of the above formula.*

** *Varghese Pynadath, Professor of Physics and Engineering Science*
Fulton-Montgomery Community College
Presentation, June 4, 1980
SUNY, Albany

BIBLIOGRAPHY

Ahman, J.S., Glock, M.D., Evaluating Pupil Growth, Allyn and Bacon, Inc., 1971.

Briggs, L., Instructional Design, Education Technology Publications, NJ, 1977.

Centra, John S., Determining Faculty Effectiveness, Jossey-Bass, Inc., San Francisco, California, 1979.

Dickinson, G., Teaching Adults, Toronto, Ontario: New Press, 1973.

Ebel, K.E., The Craft of Teaching, Jossey-Bass, Inc., San Francisco, 1976.

Gagne, R.M., Briggs, L.J., Principles of Instructional Design, NY: Holt, 1974.

Levine, A., Handbook on Undergraduate Curriculum, Jossey-Bass, San Francisco, 1978.

Mangano, J.A. & Corrado, T.J., Meeting Academic Success Needs of Reentry Adults, Albany, New York: Two-Year College Development Center, State University of New York at Albany, 1978.

McKeachie, W.J., Teaching Tips, A Guidebook for the Beginning College Teacher, DC Heath Company, 1978.

Miller, H., & Verdium, J., The Adult Educator, Houston, Texas: Gulf, 1980.

Milton & Edgerly, "The Testing and Grading of Students," Change Magazine, Policy Paper # 3, 1977.

New York State Education Department, Handbook for Teachers of Adult Occupational Education, Albany New York: Bureau of Occupational Educational Curriculum Development, 1977.

Verdium, J., Miller, H. and Greer, C., Adults Teaching Adults, Learning Concepts, Austin, Texas, 1977.

Weaver, G., Cenci, L., Applied Teaching Techniques, Putnam Publishing Corporation, 1960.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024